# AUBURN UNIVERSITY

**Name:** Victoria Cardullo

**Department:** Curriculum and Teaching **College:** College of Education

**Present Rank:** Associate Professor **Year in Present Ran**k: 4

# Years in Faculty Service at AU: 8 Years in Faculty Service Elsewhere: 0

**Type of Current Appointment:** Tenured **Pay Basis:** 9 months

**Graduate Faculty Status:** Level 2 **Date Awarded:** 2016

**Renewal Date:** 2023

# Education:

**Institution Degree Major Date Awarded**

University of Central Florida EdD Reading Education May 2013

University of Central Florida MEd Reading Education August 2001

University of Central Florida BS Elementary Education December 1997

# Professional Experience:

**Institution Rank Period of Appointment**

Auburn University Associate Professor November 2018–present

Auburn University Assistant Professor August 2013–Nov. 2018

The University of Central Florida Instructor August 2006–May 2013

The University of Central Florida Adjunct August 2002–May 2006

**Additional Public-School Experiences:**

Volusia County Schools Teacher (grades 2 & 4) December 1997–May 2004

Graphical user interface, text, application

Description automatically generated

**Percentage Allocation of Time**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic Year | Instruction | Research | Outreach | Service |
| 2021-22 | 48% | 25% | 10% | 17% |
| 2020-21 | 48% | 25% | 10% | 17% |
| 2019-20 | 48% | 25% | 10% | 17% |
| 2018-19 | 48% | 25% | 10% | 17% |
| 2017-18 | 60% | 25% | 10% | 5% |
| 2016-17 | 60% | 25% | 10% | 5% |

# HONORS AND AWARDS

**2022 Emerald Literati Award for Outstanding Paper: Cardullo, V.,** Wang, C., Burton, M., & Dong, J. (2021). K-12 teachers’ remote teaching self-efficacy during the pandemic, *Journal of Research in Innovative Teaching & Learning*, Advance online publication.  [https://doi.org/10.1108/JRIT-10-2020-0055](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1108%2FJRIT-10-2020-0055&data=05%7C01%7Cvmc0004%40auburn.edu%7C94ea25a90cd24225a91408da8d1678c4%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C637977424942631060%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=CMdn1sZkwr1FOpOBgJD8WZgVH%2BYRCChd2%2BBE49J3v3g%3D&reserved=0)

**Fall 2022 Professional Improvement Leave**-A one-semester sabbatical focused on the quality of instruction in the STEM curriculum aligned with literacy (working with the following schools: Bullock County, Syracuse, NY, Atlanta, Ga)- In addition, using noticing from observations and review of standards I will be revising CTRD 3010; CTEE 4020 in Canvas using the adoption of new textbooks that align closely with the Science of Reading, disciplinary literacy, and technology.

**2017 Gary Moorman Early Career Literacy Scholar Award-** This award is given to junior American Reading Forum (ARF) members early in their careers. The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and instructional practice. In addition, active participation in professional organizations, particularly ARF, is required. Nominated by a member of the organization and elected by the committee.

**2017 Kappa Delta Pi- Phoenix Rising Award**

1. Dec. 2017- Received official AU Student Involvement Student Organization status
2. 2015-2016 Received National Chapter Membership Award

**2013 National Association for Professional Development Schools Award for Exemplary Professional Development School Achievement**. This award was given to the local elementary school, Sunrise Elementary, where I served as a university faculty liaison, taught my reading methods courses, supervised interns, and worked with teachers to develop co-teaching with candidates.

# Nomination: Eastern Education Research Association Emerging Scholar Award 2019

# Nomination: Outstanding Early Career Award 2016, 2015, 2014

# Nomination: SGA Final Lecture Award 2017

# Nomination: Outstanding Graduate Mentor Award 2017

**Awards**

# Grants from Auburn University

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Project | PI | Role | Source | Amount |
| 2021 | Building Literacy in Summer Camps: “Growing Opportunities” building a hydroponic garden in the classroom-promoting sustainability | Cardullo, V. | PI | NAC Service-Learning Mini-Grant | $500.00 |
| 2020 | A Field Placement Alternative during COVID | Demoiny, S., **Cardullo, V.,** Burton, M., Tripp, L.O., & McGhee, M | Co-Pi’s | Auburn University Provost’s High Impact Innovation Grant. | $4,299 |
| 2020 | STEM: Supporting Students, Teachers, and Teacher Candidates | Tripp, L.O., **Cardullo, V.,** & Burton, M. | Co-Pi’s | National Alumni Council Mini-Grant program | $ 1,750.00 |
| 2019 | Google expedition learning and teaching | **Cardullo, V.** | PI | Provost funding & Matching funds from C & T | $10,000 |

**Contributions from the University of Central Florid**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Years* | *Project* | *Principal Investigators* | *Role* | *Source* | *Amount* |
| 2012 | Eighth-Grade Students Reading Nonfiction Literature on the iPad. | Zygouris-Coe, V., **Cardullo, V.M.**, &  Wilson, N. | Co-PI | Toni Jennings Institute UCF | $4,329 |
| 2011 | Volusia County challenge grant gifted program | Rawlins, S., **Cardullo, V.M.**, Blessing, L., & Preston, S. | Co-PI | Volusia County | $5,000 |
| 2011 | Comprehension of Digital-Based Text | Zygouris-Coe, V., & **Cardullo, V. M.** | Co-PI | Toni Jennings Institute UCF | $5,169 |
| 2010 | Kagan cooperative learning training materials to provide professional development for K-5 teachers. | **Cardullo, V.M.**, Martoral, M., & Forysthe, L. | PI | Morgridge Foundation UCF | $2,000 |
| 2010 | Motivating reading literacy with technology tools with professional development schools (PDS). | **Cardullo, V.M.,** Martoral, M., & Forysthe, L. | PI | Morgridge Foundation UCF | $1,000 |
| 2010 | Volusia county challenge grant gifted program. Stanford University d.school design training. | Rawlins, S., **Cardullo, V.M.**, Blessing, L., & Preston, S. | Co-PI | County | $5,000 |

**SCHOLARLY CONTRIBUTIONS BY THE CANDIDATE** **TEACHING**

1. **Courses Taught Auburn University (AU)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Dept/Course #** | **Course Title** | **Cred. Hrs.** | **Lect.** | **Lab** | **Enr.** |
| **Fall 2022** | Sabbatical |  |  |  |  |  |
|  | CTRD 8990 | Research and Dissertation | 3 | - | - | 1 |
|  | CTEE 8990 | Research and Dissertation | 1 | - | - | 1 |  |  |
|  | CTEE 8980 | Field Project | 3 | - | - | 1 |
| **Summer 2022** | CTRD 3010 | Foun Lang & Lit Instruction II | 4 | 3 | 2 | 24 |
|  | CTRD 7526 | Clinical Residency | 2 | - | 2 | 1 |
|  | CTRD 8990 | Research and Dissertation | 3 | - | - | 1 |
|  | CTEE 8990 | Research and Dissertation | 1 | - | - | 1 |  |  |
| **Spring 2022** | CTEE 7510 | Research Studies Education | 3 | 3 | - |  |  |  |
|  | CTEE 7910 | Practicum in Area of Specialization | 3 | 3 | - | 10 |
|  | CTRD 8990 | Research and Dissertation | 3 | - | - | 1 |
|  | CTEE 8990 | Research and Dissertation | 1 | - | - | 1 |
| **Fall 2021** | CTEE 7426  CTRD 7526 | Curriculum and Language Arts  Clinical residency | 3  3 | 3  3 | -  - | 16  6 |
| **Summer 2021** | CTEE 8990  CTRD 3013  CTRD 7520 | Research and Dissertation  Foun Lang & Lit Instruction II  Curriculum and Teaching in Reading | 3  4  3 | -  3  3 | -  2  - | 1  25  7 |
| **Spring 2021** | CTEE 7010  CTEE 8990 | Approaches to Teaching  Research and Dissertation | 3  3 | -  - | -  - | 4  1 |
| **Fall 2020** | CTEE 7426  CTEE 8950  CTEE 8990 | Curriculum and Language Arts  Seminar  Research and Dissertation | 3  3  4 | 3  3  - | -  -  - | 13  1  1 |
| **Summer 2020** | CTEE 4020  CTRD 8990 | Curriculum and Language Arts  Research and Dissertation | 3  1 | 2  - | 1  - | 23  1 |
| **Spring 2020** | CTEE 4910 | Practicum | 3 | 2 | 1 | 1 |
|  | CTRD 4923 | Clinical Residency | 11 | - | 11 | 6 |
|  | CTEE 4953 | Professional Development Seminar | 1 | 1 | - | 6 |
|  | CTRD 8996 | Research and Dissertation | 1 | - | - | 1 |
| **Fall 2019** | CTEE 7516  CTEE 7916  CTRD 8990 | Research in Area of Specialty  Practicum  Research and Dissertation | 3  3  5 | 3  3 | -  - | 10  10  1 |
| **Summer 2019** | CTEE 7426  CTEE 4020  CTRD 7526  CTEE 8986  CTRD 8990 | Curriculum and Language Arts Curriculum and Language Arts Curriculum & Teaching in Reading Education  Field Project  Research and Dissertation | 3  3  3  3  3 | 3  2  3  -  - | -  1  -  -  - | 10  17  4  1  2 |
| **Spring 2019** | CTEE 4020 | Curriculum and Language Arts | 3 | 2 | 1 | 16 |
|  | CTRD 7526 | Clinical Residency | 2 | - | 2 | 4 |
|  | CTEE 7010 | Approaches to Teaching | 3 | 3 | - | 14 |
|  | CTEE 8986 | Field Project | 3 | - | - | 1 |
|  | CTRD 8996 | Research and Dissertation | 6 | - | - | 3 |
|  | CTEE 8900 | Research and Dissertation | 3 | - | - | 1 |

# Graduate Students who have Completed Their Degree

*PhD=10; EdS = 6; MEd = 12*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Degree** | **Year** | **Present Position** | **Role** |
| Jana Walls | PhD | 2021 | Classroom Teacher | Committee Member |
| Jennifer VanSlander | PhD | 2021 | Columbus State University Assistant Professor Literacy | Major Professor |
| Margaret Murchison | MEd | 2021 | Classroom Teacher | Major Professor |
| Megan Johnson | MEd | 2020 | Classroom Teacher | Major Professor |
| Sarah Woods | PhD | 2020 | Columbus State University Assistant Professor Elementary Education | Major Professor |
| Hannah Szatkowski | PhD | 2019 | Assistant Professor  University of South Alabama | Major Professor |
| Stacie Finley | PhD | 2019 | Assistant Professor  Literacy Missouri State University | Major Professor |
| Laura Bannon | EdS | 2019 | Hoover City Schools | Major Professor |
| Kimberly Jones | PhD | 2017 | Community College | Committee Member |
| Erin Klash | PhD | 2017 | Assistant Professor of Literacy  Auburn University Montgomery | Major Professor |
| Kyle Bush | PhD | 2017 | Arkansas Tech University (Instructor) | Outside Reader |
| LeNessa Clark | PhD | 2016 | Assistant Professor of Literacy  University of South Carolina Aiken | Co-Chair |
| Micah Pelham | EdS | 2016 | Classroom Teacher enrolled in  Ph.D. Program | Major Professor |
| Megan Speaker | MEd | 2016 | Classroom Teacher | Major Professor |
| Shelia Varner | EdS | 2015 | Unknown | Committee Member |
| Merri Lynn Gregory | EdS | 2015 | Classroom Teacher | Committee Member |
| Joanne Wells | EdS | 2015 | Unknown | Committee Member |
| Lashae King | PhD | 2015 | Unknown | Committee Member |
| Mary Katherine Benton | MEd | 2015 | Classroom Teacher | Major Professor |
| Rebecca Horn | EdS | 2015 | Classroom Teacher | Committee Member |
| Leah Henn | MEd | 2017 | Classroom Teacher | Major Professor |
| Amy Jellison | MEd | 2017 | Classroom Teacher | Major Professor |
| Emily Milner | MEd | 2017 | Classroom Teacher | Major Professor |
| Michaela Daugherty | MEd | 2017 | Classroom Teacher | Major Professor |
| Kate Snow | MEd | 2018 | Classroom Teacher | Major Professor |
| Morgan Michell | MEd | 2018 | Classroom Teacher | Major Professor |
| Emily James | MEd | 2018 | Classroom Teacher | Major Professor |
| Memorie Thomas | MEd | 2018 | Classroom Teacher | Major Professor |
| Kristen Seale | MEd | 2022 | Classroom Teacher | Major Professor |

# Graduate Students on Whose Committee, the Candidate, is Presently Serving

*PhD =9; EdS= 2; MEd=8*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name** | **Program of Study** | **Degree** | **Status** | **Role** |
| Joanna Arnold | Reading | PhD | Fall 2026 | Major Professor |
| Bianca Davidson | Reading | PhD | Fall 20223 | Major Professor |
| Tracy Prater | Elementary | PhD | Spring 2023 | Major Professor |
| Aislin Fleming | Elementary | PhD | Summer 2020 | Major Professor |
| Christan Marsh Pierce | Reading | PhD | Summer 2020 | Major Professor |
| Micah Pelham | Elementary | PhD | Spring 2020 | Major Professor |
| Montasha Preston | Elementary | PhD | Summer 2022 | Major Professor |
| Anne Davis | Reading | PhD | Fall 2020 | Committee Member |
| Brandi Daily | Elementary | PhD | Spring 2019 | Committee Member |
| Cynthia Baker | Reading | PhD | Fall 2020 | Committee Member |
| Bianca Davis | Reading | PhD | Spring 2023 | Committee Member |
| Jamin Ellis | EFLAT | PhD | Proposal | Committee Member |
| Heather Stevens | Elementary | EdS | Spring 2023 | Major Professor |
| Lydia Stevens | Elementary | EdS | Fall 2021 | Major Professor |
| Journey Gurley | Elementary | MEd | Summer 2022 | Major Professor |
| Anna Dove | Elementary | MEd | Summer 2021 | Major Professor |
| Lily Stewart | Elementary | MEd | Summer 2022 | Major Professor |
| Kelly Wallace | Elementary | MEd | Summer 2022 | Major Professor |
| Journey Gurley | Elementary | MEd | Summer 2022 | Major Professor |
| Anna Harrelson | Elementary | MEd | Summer 2021 | Major Professor |
| Kristen Seale | Elementary | MEd | Summer 2021 | Major Professor |
| Kelly Wallace | Elementary | MEd | Spring 2021 | Major Professor |
| 17 MED Students | Elementary | MEd | Current | Committee Member |

# Courses and curricula developed or revised.

*Courses Taught at Auburn University*

*CTEE 4020: Language Arts*

*Revised Courses:*

*CTRD 7926 (Clinical Residency: Reading Education)*

I developed a Clinical Residency in reading education for distance education students as they worked with students in a public school, which involved mentoring candidates in reading education courses or in-service teachers in professional development sessions for improving reading instruction and achievement. On-the-job experiences or residency placements accompanied by scheduled observations and discussions allow the university supervisor and the interning teacher to analyze and evaluate teaching experiences and abilities to apply research-based practices and knowledge to address objectives and content for the reading program. In addition, they developed a Professional Work Sample to document the clinical experience with students and content for CAEP & CIEP accreditation.

*Cross-Listed Courses:*

*CTRD 5000/5003/6006 (Literacy and Inquiry in the Content Area 6–12)*

This course was restructured to support EL education and align EL objectives woven throughout content area reading. Dr. Harrison (ESOL Program) and I spent significant time aligning content area reading objectives and ELL objectives to form a cohesive course for secondary students. In addition, Dr. Harrison and I created an online course in which we developed modules to encourage distance learning. Throughout the summer course, we had the opportunity to co-teach this course twice with faculty from ESOL. We have implemented class content closely aligned to Common Core State Standards, College and Career Readiness, and Technology. Technology Proficiencies, which include a subset of critical indicators from the Alabama Advanced Technology Standards, are aligned to the objectives and the Alabama Advanced Technology Standards; therefore, a wide variety of technical assignments have been developed (i.e., WIX, WEBQUEST, VoiceThread, PathBrite). This course utilizes a class set of avatars that can be brought into different assignments; the avatars have a wide range of abilities and dispositions. The avatars can simulate new students being added to the classroom throughout the year.

*Cross-Listed Courses:*

*CTRD 6006/6000 (Literacy and Inquiry in the Content Area 6-12) –Foreign Language Students*

This course was restructured to support distance education content area reading and foreign language objectives to form a cohesive course for secondary students. I created an online course that developed modules to encourage distance education. Throughout the fall course, I had the opportunity to implement class content closely aligned to Common Core State Standards, College and Career Readiness, and technology. Technology Proficiencies, which include a subset of critical indicators from the Alabama Advanced Technology Standards, are aligned to the objectives and the Alabama Advanced Technology Standards; therefore, a wide variety of technical assignments have been developed (i.e., WIX, WEBQUEST, VoiceThread, PathBrite).

*CTRD 5710/6710 (Curriculum: Secondary Reading)*

These courses were enhanced using a flipped model of instruction supported by a technology-enhanced classroom. Using the EASL classroom, I had the opportunity to introduce a flipped teaching model to facilitate deeper engagement with course content through collaborative, hands-on learning. The class content was closely aligned to Common Core State Standards, College and Career Readiness, and technology. Students developed a reflective stance when submitting an electronic portfolio using Pathbrite and online resources for their content area using a WIX space. In addition, students created a Webquest related to their unit of study and developed electronic resources to support their content. They examined research-based strategies that helped their team and developed roundtable presentations for undergraduate elementary and early childhood students to attend.

*CTRD 3000 (Curriculum: Elementary Education Reading)*

This course was enhanced using a flipped model of instruction supported by a technology-enhanced classroom. I used the flipped teaching model to facilitate deeper engagement with course content through collaborative learning. I implemented a case study with reflective practice throughout the course, which closely aligned CCSS, Close Reading, and research-based interventions. This course was offered specifically for elementary education majors. Students were challenged to read, analyze, and synthesize research-intensive articles from journals and reflect weekly as they evaluated data weekly to identify the needs and strengths of their tutoring buddy. After careful analysis and interventions, students wrote a detailed case study based on assessment and intervention for the individual student. Findings are shared with the classroom teacher through the delivery of a case study to offer a preponderance of evidence for the classroom teacher to use for in-class additional diagnostic assessment data support. In addition, this course adjusted the content for CAEP & CIEP accreditation.

**Certificate for Inclusive Practices**

To provide inclusive practices for the elementary students, the elementary faculty met with faculty from special education to develop a certificate program for our graduate students. This means students from special education can take 2 CTEE courses and receive this certificate. Likewise, elementary education students can take 2 RSED courses to receive this certificate. While the certificate is not a formal certification, it encourages our students to learn more about the fields where our work overlaps. For example, special education and general education teachers co-teach in general education classrooms, yet research suggests both groups lack preparation to do this effectively. Since this school collaboration is essential, I am excited about this certificate.

# Grants Related to Teaching

# Grants from Auburn University

**See Awards for all internal Grants**

**Publications about teaching:**

NOTE: Since the teacher, classroom, and student digital literacies are the main focus of my research, highlights are listed here, but a complete list of scholarly inquiries can be located in section 4B. It should be noted that these articles are cross-listed under 4B, Research/Creative Work.”

# Book Chapters Accepted (blind peer-reviewed)

^\*!Burton, M.,Tripp, L. O., Demoiny, S. B., **Cardullo, V. M.,** and Finley, S. L. (2020). Empowering pre-service teachers through alternative STEM teaching experiences. In. In S. Keengwe (Ed.), *Handbook of research of* *on innovative pedagogies and best practices in teacher education* (pp. 102-119). Hershey, PA: IGI Global. <https://www.irma-international.org/chapter/empowering-preservice-teachers-through-alternative-stem-teaching-experiences/231154/>

Contributions 15%; Acceptance Rate 50%; Google Scholar citations 1

**\*@^Cardullo, V. M.,** & Clark, L. L. (2020). Exploring faculty and student iPad integration in higher education. In *Mobile devices in education: Breakthroughs in research and practice*(pp. 752-772). Hershey, PA: Information Science Reference. <https://www.igi-global.com/chapter/universities-point-of-view-to-introduce-mobile-devices-in-their-classrooms/242615>

Contributions 75%; Acceptance Rate 50%; Google Scholar citations 4

# Articles in refereed journals and invited peer-reviewed articles.

# \*@+ Wang, C.-H., Cardullo, V., Burton, M., Salisbury-Glennon, J. D., & Serafini, A. (Projected Release 2023). Teaching online during COVID-19: Teacher self-efficacy and the extended technology acceptance model. *The Journal of Educators Online*.

\*@+**Cardullo, V.** & Wang, C. (2021). Pre-service teachers’ perspectives of Google expedition. *Early Childhood Education Journal* *50*(2), 173-183.

[**https://doi.org/**10.1007/s10643-020-01136-3](https://doi.org/10.1007/s10643-020-01136-3)

Contributions 70%; Acceptance Rate 18%; Google Scholar citations 2

\*@+Burton, M., Cardullo, V., & Tripp, L. (2020). Multiple perspectives of mathematics in STEM among pre-service teachers. *Journal of Research in Innovative Teaching & Learning, 13*(1),147-148.  <https://doi.org/10.1108/JRIT-01-2020-0002>

# Contributions 40%; Acceptance Rate 64%; Google Scholar citations 4

\*+@**Cardullo, V.,** Burton, M., & Tripp, L.O. (2019). Professional identities of teacher candidates collaborating and developing in an alternative placement. *The Field Experience Journal* (24), 1-19. <https://www.unco.edu/cebs/national-field-experience-conference/journal-archives.aspx>

Contributions 34%

1. **Regional Peer-Reviewed Articles**

!&Woods, S. & **Cardullo, V.** (2019). Thinking Made Visible: Instructional Think-Aloud Strategies to Support African American Struggling Readers. *The Reading Paradigm.*

Contributions 40%; Acceptance Rate 50%

# !&~ Cardullo, V., Benton, M. K., Patton, J., & Nichols, H. (2018). Creating and cultivating ubiquitous learning environment *Mid-South Journal 3*(2*).* [*https://www.uab.edu/education/mlj/images/Issues/volume-3-issue-2.pdf*](https://www.uab.edu/education/mlj/images/Issues/volume-3-issue-2.pdf)

# Contribution 25%; 50% Acceptance Rate

# Other contributions related to teaching:

**(August 2019- Present):**

**Program Coordinators:** The Southern Association of Colleges and Schools requires institutions to assign program coordination responsibilities for each major in a degree program to academically qualified faculty members (*The Principles of Accreditation: Foundations for Quality Enhancement*, 3.4.11). For elementary education, the department head appoints a voting member of the faculty to serve as the program coordinator. The elementary faculty consists of four tenured faculty, two instructors, six adjuncts, and three-four GTAs. The program coordinator is the lead contact for the program area who develops and proposes the course schedule; initiates requests to hire instructors and graduate assistants who serve the program area; serves as a point of contact for prospective students; leads curriculum development and review for the program area; leads program assessment and accreditation efforts and fulfills other responsibilities necessary for the success of the program (see detailed information below). Program coordinators are selected with substantive input from and support of the degree program faculty. The program coordinator serves a two-year term that is renewable based on successful performance and support of the program area faculty.

As ***Program Coordinator***, I was responsible for the successful accreditation process for:

* Council for the Accreditation of Educator Preparation (CAEP)
* Continuous Improvement in Educator Preparation (CIEP)
* Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
* Barksdale Evaluation of Literacy

**The role of the program coordinator encompasses many aspects:**

**Accreditation:** As program coordinator, it was essential to take a leadership role in completing the documentation for accreditation. Attending assessment meetings and scheduling multiple hours of meetings to discuss the process and designate areas the elementary faculty could work on so we have a complete picture of the assessments used and evaluation of assessments for accreditation. I also needed to reach out beyond our program and work with Kinesiology, Music, and Foundations to align assignments within our program with accreditation expectations. As the lead, I worked closely with our assessment office to gather data, analyze the data, create graphs, write the narrative, and adequately display results to submit a comprehensive portfolio for review. Data were analyzed for three cohorts of students each semester for the undergraduate program. We were also required to develop and gather data, analyze the data, create graphs, write the narrative, and correctly display our results to submit a comprehensive portfolio for review for our MEd program and Ph.D. program. In addition, I worked closely with the reading faculty to work on the reading accreditation process for CEIP and Barksdale Evaluation of Literacy.

**Scheduling:** Scheduling is also an area where I work closely with the elementary faculty, adjuncts, and GTAs to ensure scheduled courses and rooms are secured. In addition, I often need to reach out to other program areas that teach our students to address scheduling and student issues or conflicts. Hiring forms come with scheduling; in a current semester, we have anywhere from 8-10 hires as adjuncts, GTAs, or GAs.

**Budget:** As the program coordinator, I am responsible for our annual budget (i.e., consumables, hires, field trips, supplies for content area teaching) to ensure we are in the black for our program. In addition, this year, I was responsible for our spending budget and requested to use distance funds to support our teaching, research, and outreach. The final submission of spending requests for STEM funds and purchases for STEM Camp falls upon the program coordinator preparing for Summer STEM Camp opportunities.

**The Office of Student Services:** As program coordinator, I am the contact person for all student issues (i.e., student petitions, meal plans, placements, scheduling issues, parking, approving waivers, health waivers, etc.). In addition, I communicate with the Office of Student Services regarding all orders, organize internship placements for our students, manage and communicate information regarding those accepted into our professional program, share registration issues with all cohorts, meet with students about petitions, and confirm class schedules, and room locations.

**Master’s Program:** As program coordinator, I take the lead in organizing comprehensive examinations for our M.Ed. students. I send out semester announcements and reminders. I review all applications (MEd, MS, EdS, Ph.D.) and assign them a major advisor. I often answer a request for information regarding the program, GRE scores, MAT information, GA positions, and other graduate program information for potential students.

**Intake process:** The intake process for current applicants to our undergraduate program occurs each semester. The candidate goes through an intensive interview and writing process for ranking and acceptance. As an elementary program, we adjusted the interview process, rewriting interview questions, writing prompts, and calculating overall rankings.

**Curriculum changes:** Evaluated and adjusted course work and submitted the proposed changes to our graduate programs, creating a prerequisite for the research course. We also submitted an assessment course in mathematics for our undergraduate program. We revised our process for accepting doctoral students, requiring all potential Ph.D. students to attend an interview before final acceptance.

**Meetings:** Finally, as program coordinator, I attend monthly program meetings and schedule meetings with the elementary faculty to discuss the outcomes. In addition, we have scheduled multiple retreats throughout this past year to discuss accreditation, STEM camp, course work, student concerns, new building issues, potential grants, and writing opportunities (see attached document for hours).

**2021 STEM Camp Development**

More information will be noted within the outreach section describing our program efforts and faculty involvement in the STEM camp.

**2021 STEM Camp Planning, Professional Development, & Camp**

2nd-5th Grade Students (130); Pre-service Teachers (48)

*\*The time below does not account for individual work time required for curriculum development, camp supply ordering, or professional development planning.*

**2021 Planning Meetings:** (21 hours, 45 minutes)

November 20th – 8-10 am

December 9th – 9-11 am

January 13th – 10 am – 12 pm

February 3rd – 9-11 am

February 10th, 8-9:30 am

March 4th – 9-11 am

March 25th – 9-11 am

April 15th – 8-10 am

April 28th – 9 am – 1 pm

May 10th -9:00-11:00 am

**Professional Development & STEM Camp Hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **Day/Week** | **Camp**  **(hours)** | **Professional Development Session (hours)** | **Total Hours** |
| May 21, 2021 |  | 7 |  |
| May 28, 2021 |  | 5 |  |
| June 4, 2021 |  | 7 |  |
| June 11, 2021 |  | 7 |  |
| June 18, 2021 |  | 7 |  |
| June 21-25, 2021 | 31 hrs 15 min |  |  |
| June 28 – July 2, 2021 | 31 hrs 15 min |  |  |
| **Total Hours** |  |  | **95 hrs 30 min** |

**In addition to the above hours:**

**Total STEM Camp Outreach Hours, 2020-2021: 117 hours, 15 minutes**

**CIEP Meetings & Individual Work (26.5 hours as of 6/16/21)**

|  |  |
| --- | --- |
| **Program Meeting Dates** | **Total Time (hours)** |
| April 15, 2021 | 2 |
| April 22, 2021 | 2 |
| April 29, 2021 | 3 |
| May 10, 2021 | 5 |
| June 1, 2021 | 1.5 |
| June 16, 2021 | 1.5 |
| **Total Hours (as of 6/16/21)** | **15** |

|  |  |
| --- | --- |
| **Individual Work Dates** | **Total Time (hours)** |
| April 21, 2021 | 1.5 |
| April 27, 2021 | 1.5 |
| May 6, 2021 | 1.5 |
| June 1, 2021 | 3 |
| June 9, 2021 | 3 |
| June 16, 2021 | 1 |
| **Total Hours (as of 6/16/21)** | **11.5** |

**My additional work as program coordinator for the following submissions:**

* Council for Accreditation of Educator Preparation (CAEP) (I lost track of the hours + 50 hours)
* Continuous Improvement in Educator Preparation (CIEP) Both elementary & reading (I lost track of the hours +100 hours)
* Southern Association of Colleges and Schools Commission on Colleges (SACSOC + 15-20 hours)
* Barksdale Evaluation of Literacy (Reading + 10 hours)

# During the 2013-2014 academic year, I participated in the New Faculty Scholars Program hosted by the BIGGIO Center for Teaching and Learning. Faculty selected to participate in this program have been recognized by their department chair. They commit to 3-4 hours per month participating in activities and network opportunities designed to maximize new faculty success.

1. A two-year training for LETRS- Focus on Dyslexia (2019-2021) LETRS uses Science based instruction to support literacy;*LETRS* teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
2. Exploring Today's Classroom- Auburn City Schools sponsored a site visit for faculty and educators to observe learning taking place in specific sites focused on STEM.
3. Professional Development Tabula Rasa 2-3 grade- developed guided reading, think alouds, centers bridging literacy and technology (second and third grade).

# Summer STEM Camp (2016-to present)

# Advising

* I currently advise for both the Elementary and Reading Education graduate programs.
* Course requirements
* Plan of study
* Questions related to program requirements
* Placement request
* Publications and presentation information
* Undergraduate Advising (68+ Elementary Education students)
* Information related to the program (MEd, EDS, Ph.D.)
* Placements
* Testing requirements
* EDTPA
* Graduate Advising (MEd, EdS, Ph.D. students)
* Presentations & publications
* Course of study
* Field placement
* Research
* Undergraduate Field Placement: CTEE 4020 Curriculum and Language Arts
* Undergraduate Field Placement: CTRD 3000 & 3013 Elementary Reading

# Statement of Teaching Philosophy and Self-Evaluation

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# My philosophy's focus is two-fold: (1) the development of lifelong learners that are reflective and reciprocal of learning; (2) and preparation of collaborative pre-service and in-service teachers as an educator, mentors, and collaborators.

# Lifelong Learning that is Reflective and Reciprocal. I have become a reflective educator who implements research-based practices and strategies. I believe the development of reflective lifelong learning is a reciprocal process that supports dialogue between teacher and student. I intentionally use the reciprocal learning process to develop communication and collaboration with students.

# Constructivism, which promotes exploration and the construction of knowledge by working to solve real-world problems, is the foundational tenant of my course work. Self-directed learning that is transformational for students helps develop a strong foundation of reflective and reciprocal knowledge. Student learning is often integrated with many hands-on activities that promote critical thinking, collaboration, and reflection. Activities such as case study analysis, collaborative writing, ongoing self-reflection, and project-based learning activities are a few of the assignments used to develop and support learners.

# In addition to constructivism, New Literacies defines my teaching and research. New Literacies are multiple, dynamic, and malleable (International Literacy Association, 2017). Researchers and practitioners have moved beyond the technical aspect of the Internet, focusing on the broader issue related to the context of reading, writing, composing, and creating, using technology to support, enhance, and scaffold learning. In several publications (Cardullo et al., 2017; Wilson et al., 2013; Wilson et al., 2016), my co-authors and I postulated that a solid pedagogical framework must be implemented when using technology for learning. The classroom teacher must be metacognitively aware of scaffolding strategies that support learning. Therefore, I feel students must see best practices modeled during course work as students read, write, and compose using technology.

# Preparation of Collaborative Pre-service and In-service Teachers. I teach both graduate and undergraduate courses for both reading and elementary programs. Two courses have an accreditation requirement of a professional work sample leading in-service teachers to reflect their current practices. Students often comment, “I have thoroughly enjoyed your class, which has challenged me.” “Thank you for all of your help during the semester; I have struggled with learning research-based writing, so thank you for the encouragement.” “I always look forward to your feedback.” “I miss you this semester! (I can't believe I'm saying it because you make me work harder than any other professor! - lol)”.

# During the past few years, I taught elementary graduate course work, undergraduate reading, graduate reading, and clinical experiences for graduate reading. Although the courses I teach are rigorous and often move students beyond their comfort zone, comments like these above let me know I am making an impact. I currently have 7 Ph.D. students (5 major professors), two E.Ds. students (major professor), and five MEd students. Two previous Ph.D. students are now assistant professors at Columbus State University, and I am still mentoring and supporting their professional growth. We recently had a chapter accepted on *Constructing Vicarious and Mastery Experiences*.

# Developing a reflective lifelong learner is a reciprocal learning process that supports dialogue between teacher and student. Realizing the impact of the Alabama Literacy Act, I attended two years of training for LETRS and recently finished the training. I have recently accepted an invitation to become a facilitator (I will need to participate in additional training). This process allows me to incorporate best practices related to reading and the Literacy Act into coursework. During my sabbatical, I am also working on major revisions to CTRD 3000, CTRD 3010; and CTEE 4020 to include some of the Science of Reading suggested by Barksdale evaluation and STEM technology.

# I am a reflective educator who implements research-based principles and strategies using hands-on learning throughout my teaching. Reflecting each semester on my philosophy, values, beliefs, and passion for teaching helps me grow as an educator, mentor, and collaborator.

# PART B: RESEARCH/ CREATIVE WORK

**Publications**

|  |  |  |  |
| --- | --- | --- | --- |
| Refereed \* | International # | Practitioner Journal! | Other (Student Publication) & |
| Research Articles @ | Invited ^ | National + | Regional ~ |

1. **Books:** None at this time
2. **Article-length publications**

# Book Chapters Accepted (blind peer-reviewed)

#\*Vanslander, J, Woods, S., & **Cardullo, V.** (2022). *Increasing the effectiveness of novice teachers:  Constructing vicarious and mastery experiences through collaborative support. In B. Zugelder & M.* L’Esperance, (Ed), *The Educator Continuum and Development of Teachers.* Hershey, PA: Information Science Reference.

Contribution 30%

**!#@Cardullo, V.,** Burton, M., & Wang, C.  (2022). Experiences and perceptions of K-12 teaching online during COVID-19: Implications for teacher education and preparation. In S. Keengwe, (Ed), *Handbook of research on transformative and innovative pedagogies in education.* (pp.154-170). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-7998-9561-9>

Contribution 33%; Acceptance Rate 50%

Tripp. L. O., & **Cardullo, V. M.** (2022). Adapting to the new science

classroom: Leveraging the 5E's in online settings. In F.S. Allaire & J.E. Killham (Eds.), *Teaching and Learning Online: Science for Early Childhood and Elementary Grade Levels*. Information Age Publishing.

Contribution 50%

**\*@^Cardullo, V. M.,** & Clark, L. L. (2020). Universities' point of view to introduce mobile devices in their classrooms: redefining education using a common mobile platform–the journey through implementation. *Mobile devices in education: Breakthroughs in Research and Practice* (pp. 277-297). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-5225-0256-2.ch013>

Contributions 75%; Acceptance Rate 50%; Google Scholar citations 1

**\*@^Cardullo, V. M.,** & Clark, L. L. (2020). Exploring faculty and student iPad integration in higher education. In *Mobile devices in education: Breakthroughs in research and practice*(pp. 50-69). Hershey, PA: Information Science Reference. <https://ideas.repec.org/a/igg/jrqeh0/v8y2019i2p50-69.html>

Contributions 75%; Acceptance Rate 50%; Google Scholar citations 4

^\*!Burton, M.,Tripp, L. O., Demoiny, S. B., **Cardullo, V. M.,** and Finley, S. L. (2020). Empowering pre-service teachers through alternative STEM teaching experiences. In S. Keengwe (Ed.), *Handbook of research of* *on innovative pedagogies and best practices in teacher education* (pp. 102-119). Hershey, PA: IGI Global. <Https://doi.org/10.4018/978-1-5225-9232-7.ch007>

Contributions 15%; Acceptance Rate 50%; Google Scholar citations 1

\*@+ **Cardullo, V.** (2019). Using a cognitive apprenticeship approach to prepare middle

grades students for the cognitive demands of the 21st century. In *International handbook of middle-level education theory, Research, and policy* (pp. 103-115). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781351122115-8/using-cognitive-apprenticeship-approach-prepare-middle-grades-students-cognitive-demands-21st-century-victoria-cardullo>

#\*&@ **Cardullo., V.** & Clark. L. (2016). Universities' point of view to introduce mobile devices in their classrooms. In L. Briz-Ponce, J. A. Juanes-Méndez, F. J. García Peñalvo (Ed.), *Handbook of research on mobile devices and applications in higher education settings* (pp. 297-317*).* Hershey, PA: Information Science Reference. [Https://doi.org/10.4018/978-1-5225-0256-2 10.4018/978-1-7998-1757-4.ch017](Https://doi.org/10.4018/978-1-5225-0256-2%2010.4018/978-1-7998-1757-4.ch017)

Contributions 85%; Acceptance Rate 50%; Google Scholar citations 1

#\* **Cardullo., V**, & Burton, M. (2015). Building a relationship through learning communities and participation in online learning environments: Building interactions in online learning. In L. Kyei-Blankson (Ed.), *Handbook of research on strategic management of interaction, presence, and participation in online courses* (pp. 448-471). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-9582-5.ch018>

Contributions 50%; Acceptance Rate 50%; Google Scholar citations 2

# \* **Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2015). Enhanced student engagement through active learning and emerging technologies. In J. Keengwe (Ed.), *Handbook of Research on educational technology integration and active learning* (pp. 1–18) Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-8363-1.ch001>

Contributions 75%; Acceptance Rate 50%; Google Scholar citations 24

# \* **Cardullo, V.,** Zygouris-Coe, V., & Wilson, N. S. (2015). The benefits and challenges of mobile learning and ubiquitous technologies. In J. Keengwe (Ed.), *Promoting active learning through the integration of mobile and ubiquitous technologies* (pp. 1–24) Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-6343-5.ch001>

Contributions 80%; Acceptance Rate 50%; Google Scholar citations 4

# \* Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2014). Teacher development, support, and training with the iPad. In S. Keengwe & M. Maxfield (Eds.), *Advancing higher education with mobile learning technology: Cases, trends, and inquiry-based methods.* (pp. 88-133). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-6284-1>

Contributions 20%; Acceptance Rate 50%; Google Scholar citations 2

# \***Cardullo, V.** (2013). Cyber-place learning in an online teacher preparation program: Engaging learning opportunities through collaborations and facilitation of learning. In R. Hartshorne, T. Heafner, & T. Petty (Eds), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 181–196). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-1906-7.ch010>

Acceptance Rate 50%; Google Scholar citations 5

# \*Wilson, N., Zygouris-Coe, V., **Cardullo**, **V.,** & Fong, J. (2013). Pedagogical frameworks of e-reader technologies in education. In S. Keengwe, (Ed), *Pedagogical applications and social effects of mobile technology integration* (pp. 1–24). Hershey, PA: Information Science Reference. <Https://doi.org/10.4018/978-1-4666-2985-1.ch001>

Contributions 20%; Acceptance Rate 50%; Google Scholar citations 27

# Articles in refereed journals and invited peer-reviewed articles.

!#@**Cardullo, V.** & Burton, M . (2022). STEM picture books in primary grades: Do they have the potential to impact student identity? *International Journal of Early Childhood Education.* [**https://doi.org/**10.1007/s10643-022-01379-2](https://doi.org/10.1007/s10643-022-01379-2)

Contribution 50%

# \*@+Wang, C.-H., Cardullo, V., Burton, M., Salisbury-Glennon, J. D., & Serafini, A. (2023). Teaching online during COVID-19: Teacher self-efficacy and the extended technology acceptance model. *The Journal of Educators Online*.

\*@+ **Cardullo, V.** & Wang, C. (2021). Pre-service teachers’ perspectives of Google expedition. *Early Childhood Education Journal* *50*(2), 173-183.

[**https://doi.org/**10.1007/s10643-020-01136-3](https://doi.org/10.1007/s10643-020-01136-3)

Contributions 70%; Acceptance Rate 18%; Google Scholar citations 2

\*@+**Cardullo, V.,** Wang, C., Burton, M., & Dong, J. (2021). K-12 teachers remote teaching self-efficacy during the pandemic. *Journal of Research in Innovative Teaching & Learning, 4*(1) 32-45. <https://doi.org/10.1108/JRIT-10-2020-0055>

Contributions 35%; Acceptance Rate 64%; Google Scholar citations 75; awarded 2022 Emerald Literati Award for Outstanding Paper

# \*@+Burton, M., Cardullo, V., & Tripp, L. (2020). Multiple perspectives of mathematics in STEM among pre-service teachers. *Journal of Research in Innovative Teaching & Learning, 13*(1), 147-148. ISSN: 2397 7604

<https://doi.org/10.1108/JRIT-01-2020-0002>

# Contributions 40%; Acceptance Rate 64%; Google Scholar citations 4

\*+@**Cardullo, V.,** Burton, M., & Tripp, L.O. (2019). Professional identities of teacher candidates collaborating and developing in an alternative placement. *The Field Experience Journal* (24), 1-19. <https://www.researchgate.net/publication/349533228_Professional_identities_of_teacher_candidates_collaborating_and_developing_in_an_alternative_placement>

Contributions 34%

\*@#Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2019). Expert readers using an iPad to learn: Implications about the role of metacognition in teaching and learning with iPads. *Ubiquitous Learning: An International Journal, 12*(3) 1-8. <Https://doi.org/10.18848/1835-9795/CGP/v12i03/1-8>

Contributions 33%; H-index 10; Google Scholar citations 1

**#\*@ Cardullo, V**., Wilson, N., & Zygouris-Coe, V. (2019, March). Implementing digital literacies: Do pre-service teachers instruct students in the same strategies that they utilize as digital learners?. In *Society for Information Technology & Teacher Education International Conference* (1750-1756). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/207880/>

# Contributions 55%; Acceptance Rate 45%

#\*@**Cardullo, V.** (2019). Technological resources in title 1 schools: The development of pre-service teachers' professional identities. *Journal of Higher Education Theory and Practice, 19*(3) 11-23. <https://doi.org/10.33423/jhetp.v19i3.2113>

# Acceptance Rate 20%; Google Citations 2

#\*@Wilson, N., Zygouris-Coe, V., & **Cardullo, V.** (2018, March). Learning with technology: Revealing the metacognitive behaviors and literacy processes of pre-service and in-service teachers. In Society for *Information Technology & Teacher Education International Conference*, pp. 1782-1786. Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/182769/>

Contributions 33%

**#\*@ Cardullo. V.,** Zygouris-Coe, V., & Wilson, N. (2018). Technology and the preparation of students. *International Journal of Advanced Pervasive and Ubiquitous Computing (IJAPUC) 10*(3), 38-69. <Https://doi.org/10.4018/IJAPUC.2018070103>

Contribution 70%; Acceptance rate 50%

**#\*@** Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2019). Expert readers using an iPad to learn: Implications about the role of metacognition in teaching and learning with iPads. *Ubiquitous Learning: An International Journal*, *12*(3) pp. 1-8. <https://www.researchgate.net/publication/332586863_Expert_Readers_Using_an_iPad_to_Learn_Implications_about_the_Role_of_Metacognition_in_Teaching_and_Learning_with_iPads>

Contributions 33%; H-index 10; Google Scholar citations 1

**#\*@** Wilson, N., & **Cardullo, V.** (2018). Beyond the app: Learning to teach digital literacy. *Journal of Literacy Innovation, Rethinking Literacy Instruction, 3*(2) pp. 4-21. <https://journalofliteracyinnovation.weebly.com/uploads/1/5/9/4/15949950/jlioctober2018.pdf>

Contribution 50%; Acceptance rate 50%

#\* Wilson, N., **Cardullo, V.** & Zygouris-Coe, V. (2018). **Teaching** and learning with ipads*. Ubiquitous Learning: An International Journal.*

Contribution 40%; Acceptance Rate 50%

**#\* Cardullo, V.,**Finley, S., Burton, M., & Tripp, O. (2018). Pre-service teachers’

attitudes, perceptions, and knowledge about academic language and academic vocabulary. *Journal of Higher Education Theory and Practice (JHETP)17*(9), 21-35.[*https://articlegateway.com/index.php/JHETP/article/view/1418/1348*](https://articlegateway.com/index.php/JHETP/article/view/1418/1348)

Contribution 50%; Acceptance Rate 20%; Google Scholar citation 5

**#\*@ Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2016). i-Pad metacognitive awareness of reading strategies: How do we assess*? Association of Literacy Educators and Researchers Yearbook.* [*https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler\_yearbook\_vol\_39.pdf*](https://cdn.ymaws.com/www.aleronline.org/resource/resmgr/yearbooks/aler_yearbook_vol_39.pdf)

Contribution 60%; Acceptance 60%; Google Scholar citation 5

**#\*@** Wilson, N., **Cardullo, V.** & Zygouris-Coe, V. (2017). Redefining literacy in the digital age. *American Reading Forum Annual Yearbook* [Online]. Vol. XXXVII <https://www.americanreadingforum.org/_files/ugd/c10ff9_dfae65847f564a1b86d2a9a7850f8cca.pdf>

Contribution 60%; Acceptance 60%; Google Scholar citation 2

#\* **Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2017). Emerging technologies: Perspectives from metacognitive teachers. *International Journal of Information Communication Technologies and Human Development (IJICTHD) 9*(2). Invited DOI: 10.4018/IJICTHD.2017040101 <https://www.igi-global.com/chapter/emerging-technologies/188944>

Contribution 60%; Acceptance Rate 40%; Google Scholar citations 3

#\* **@Cardullo, V.,** Zygouris-Coe, V. & Wilson, N. (2017). Reading nonfiction text on

an iPad in a secondary classroom. *Journal of Research in Reading VOL 40 (pp. 1-19)*. DOI: 10.1111/1467-9817.12099 <https://eric.ed.gov/?id=EJ1163327>

Contribution 65%; Acceptance Rate 20%; Google Scholar citation 14

#\* @Wang, C.-H., Harrison, J., **Cardullo, V.,** & Lin, X. (2018). Exploring the relationship

among international students' English self-efficacy, using English to learn self-efficacy and academic self-efficacy. *Journal of International Students*, *7*(4) PP. 233-250. <https://eric.ed.gov/?id=EJ1166753>

Contribution 20%; Acceptance Rate 30%; Google Scholar citations 46

**#\***Wilson, N. S., **Cardullo, V,** & Zygouris-Coe, V. (2015, November/December).

Reading, Writing, and the Common Core Standards. *AMLE Magazine,* 3, 4. <https://www.amle.org/amle-magazine/>

\*+@ Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2014). Trying to make sense of e-readers. *Journal of Reading Education, 39*(3), pp. 36–42. ISSN: 08865701. <https://www.academia.edu/8658441/Trying_to_Make_Sense_of_E_readers_Journal_of_Reading_Education_39_3_36_42>

Contribution 20%; Acceptance Rate 20%; Google Scholar citations 8

#\* Wilson, N. S., Zygouris-Coe, V., & **Cardullo V.** (2014). Teaching and learning with e-readers: Promoting deep learning or deep trouble? *Technology in Literacy Education SIG Newsletter, 8*(1). Retrieved from: <http://technologyinliteracyed.edublogs.org/category/featured-article-1>

Contribution 20%

@^# **Cardullo, V.,** & Forsythe, L. (2013). Co-teaching a new pedagogical practice for pre-service teachers. *School-University Partnerships: The Journal of the National Association for Professional Development Schools, 6*(1), pp. 90-96. ISSN-1935-7125 <https://eric.ed.gov/?id=EJ1014164>

Contribution 80%; Acceptance Rate 35%; Google Scholar citations 6

^ + **Cardullo, V.** (2014). Using trade books for disciplinary literacy. *Guest Columnist: Reading in the Middle, 6*(1), 16–17.

* 1. **Regional Peer-Reviewed Articles**

!&Woods, S. & **Cardullo, V.** (2019). Thinking Made Visible: Instructional Think-Aloud Strategies to Support African American Struggling Readers. *The Reading Paradigm.*

Contributions 40%; Acceptance Rate 50%

# !&~ Cardullo, V., Benton, M. K., Patton, J., & Nichols, H. (2018). Creating and cultivating ubiquitous learning environment *Mid-South Journal 3*(2*).* [*https://www.uab.edu/education/mlj/images/Issues/volume-3-issue-2.pdf*](https://www.uab.edu/education/mlj/images/Issues/volume-3-issue-2.pdf)

# Contribution 25%; 50% Acceptance Rate

!&~ Szatkowski, H., & **Cardullo, V.,** (2018). Transitioning to standard-based literacy instruction.*The Reading Paradigm.*

Contribution 50%; Acceptance Rate 50%

! ~**Cardullo, V.** & Murray, B. (2016).iPads as cognitive toolboxes for literacy. *The Reading Paradigm.*

Contribution 75%; Acceptance Rate 50%

!&~ McCormick, M., Nolen, A., & **Cardullo, V.** (2015). Using assistive technology to remediate reading. *The Reading Paradigm.*

Contribution 10%; Acceptance Rate 50%

!&~Jones, K., Freeman, J., Hicks, T., & **Cardullo, V.** (2014). Technology is changing the way we must teach reading. *The Reading Paradigm.*

Contribution 20%; Acceptance Rate 50%

# Manuscripts under review:

!#@Burton, M& **Cardullo, V.** (under review). Utilizing an equity framework to examine STEM picture books in primary grades: What story is told? *School Science and Mathematics.*

Contribution 50%

* 1. **Bulletins:**

**Cardullo, V.,** Stahl, N., Wilson, N., Reinking, D., & Moorman, G. (2019). Professional Organizations Looking at the Past to Envision a Future: A Historical Note About the American Reading Forum (ARF). Literacy Research Association Newsletter. <https://literacyresearchassociation.org/wp-content/uploads/2021/11/Literacy-Research-Association-Newsletter-April-2019.pdf>

# Published Proceedings:

#\*&@Burton, M., **Cardullo, V,** Tripp, O., Demoiny, S. & Woods, S. (2020). Elementary pre-service teachers' perceptions of teaching in a summer STEM teaching experience. *15th Hawaii International Conference on Education Published Proceedings.* Honolulu, HI.

Contribution 40%

#\*&@Woods, S. & **Cardullo, V.** (2020). The Impact of a think-aloud workshop on pre-service teachers’ metacognition. *15th Hawaii International Conference on Education Published Proceedings.* Honolulu, HI

Contribution 30%

#\*@ Wilson, N., Zygouris-Coe, V. & **Cardullo, V.** (2018). Learning with technology: revealing the metacognitive behaviors and literacy processes of pre-service and in-service teachers. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1782-1786). Washington, D.C., United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 1, 2018, from <https://www.learntechlib.org/primary/p/182769/>.

Contribution 50%

#\*@ **Cardullo, V.,** Wilson, N., Zygouris-Coe, V. & Wang, C.H. (2018). i-MARSI iPad

metacognitive awareness of reading strategies inventory: Using an Inventory to

Survey Students Cognitive Monitoring of Strategies. In E. Langran & J. Borup

(Eds.), Proceedings of Society for Information Technology & Teacher Education

International Conference (pp. 1347-1356). Washington, D.C., United States:

Association for the Advancement of Computing in Education (AACE). Retrieved

May 1, 2018, from <https://www.learntechlib.org/primary/p/182703/>.

Contribution 50%

\*#&**@Cardullo, V.,**Finley, S., Burton, M., & Tripp, O. (2017). Pre-service teachers: Attitudes, perceptions, and knowledge about academic language and academic vocabulary. *Hawaii International Conference on Education Conference Proceeding*17(9), 21-35. <https://eds.p.ebscohost.com/abstract?site=eds&scope=site&authtype=crawler&jrnl=21583595&AN=128924342&h=j1leyU8MxbLN5zQGYM8btdGYZlppt7iG4zVJvxK86VSXKP92o1DHAxmrOvA4iSnV1wzBvVSGA1gj3whpQkYPBQ%3d%3d&crl=c&resultLocal=ErrCrlNoResults&resultNs=Ehost&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d21583595%26AN%3d128924342>

Contribution 40%

#@\* **Cardullo, V.** (2016). Redefining learning using a common mobile platform: one university’s journey through initial implementation. Ch. 17, pp269-284. *iHe International Conference Proceedings.* ISBN (10): 1-4438-9973-9 <https://www.cambridgescholars.com/resources/pdfs/978-1-4438-9973-4-sample.pdf>

@+\* Wilson, N. S., Zygouris-Coe, V. **Cardullo, V. M.,** & Smith, L. (2015). Exploring iPad technology integration in a middle grades science classroom: M-TPACK as a framework for developing students’ science and digital literacies. *American Reading Forum Annual Yearbook* [Online], Vol.35. <https://www.americanreadingforum.org/yearbook/15_yearbook/volume15.htm>

Contribution 15%; Acceptance Rate 50%

@+\* **Cardullo, V.,** Zygouris-Coe, V., Wilson, N. S., Craanen, P. M., & Stafford, T. R. (2012). How students comprehend using e-readers and traditional text: Suggestions from the classroom. *American Reading Forum Annual Yearbook* [Online], Vol. 32. <http://americanreadingforum.org/yearbook/12_yearbook/documents/Cardullo-V-Zygouris-Coe-V-Wilson-N-S-Craanen-P-M-Stafford-T-R-(2012.pdf>

Contribution 50%; Acceptance Rate 50%

* 1. **Transactions:** None at this time
  2. **Abstracts:** None at this time
  3. **Book reviews:** None at this time

# Non-refereed articles:

~ **Cardullo, V.** (2012). Sharing about impact and visibility of a UCF college of education co-teaching model for teacher preparation. *Faculty Focus, 11*(1), 8–9.

**Cardullo, V.,** McGhee, M., Burton, M., Demoiny, S., & Tripp, O. (2020). Keeping kids engaged during time away from school. The Front Line: Auburn Experts Take on Coronavirus. Retrieved from <https://ocm.auburn.edu/experts/2020/03/251417-covid19-children-school.php?ref=coronavirus&cat=education>

# Contribution 40%

# Papers or lectures

# Papers at professional meetings:

**Cardullo, V.** (2023). *Investing in STEM picture books: Whose story is being told?* International Conferenceon Education (IAFOR) Honolulu, Hawaii

### Burton, M., & **Cardullo, V.** (2022). *STEM: Leveraging Mathematics and Literacy for Equity, Critical Thinking, and Meaningful Growth.* Mega-Conference, Mobile, Al.

**Cardullo, V.** (2022). *Disrupting the “Benefits” of STEM books. Creating STEM identities for all.* American Reading Forum, Sanibel Island, Fl.

**Cardullo, V.**, Harris, D., & Allen, X. (2022). *Who profits from STEM curriculum? How do we shift dispositions?* American Reading Forum, Sanibel Island, Fl.

@\*#\*Burton, M., Wang, C., & **Cardullo, V.** (2021). *Examining teacher self-efficacy and the extended technology acceptance model for those teaching online during COVID-19*, American Educational Research Association (AERA), Virtual.

**#^@\*Cardullo, V.** (2020). *Student engagement in critical discourse using literature circles and SLACK.* Paper presented at the International Conference on Go Beyond the App. (virtual presentation) INVITED Speaker

&@#\*Woods, S. & **Cardullo, V.** (January 2020). *The impact of a think-aloud workshop on pre-service teachers’ metacognition.* Paper presented at Hawaii International Conference on Education, Honolulu, HI.

&#@\*Burton, M., **Cardullo, V.,** Tripp, L.O., Demoiny, S. & Woods, S. (2020, January). *Elementary pre-service teacher's perceptions of teaching in a summer stem teaching experience.* Paper presented at Hawaii International Conference on Education, Hawaii International Conference on Education, Honolulu, HI.

**#@\*Cardullo, V.** (2020, April). *Digital literacies.* Paper presented at the Thirteenth International Conference on e-Learning & Innovative Pedagogies, Rhodes, Greece. Accepted but canceled due to COVID-19.

**+@\*Cardullo, V.** (2020, October). *Virtual reality in education using google goggles in a summer STEM camp-pedagogical challenges.* Paper presented at the International Literacy Association, Columbus, OH. Accepted but canceled due to COVID-19.

**#@\*Cardullo, V.** (2019, October). *Implementing digital literacies: Do pre-service teachers instruct students in the same strategies that they utilize as digital learners?* Paper presented at International Literacy Association, New Orleans, LA.

**#@\*Cardullo, V.,** Wilson, N., & Zygouris-Coe, V. (2019, October). *Implementing digital literacies: Do pre-service teachers instruct students in the same strategies that they utilize as digital learners?* Paper presented at the International Literacy Association, New Orleans, LA.

**#@\*Cardullo, V.** (2019, November). *Implementing digital literacy.* Paperpresented at Literacy Research Association, Tampa, FL.

**#\*@Cardullo, V.** (2019, February). *Pre-service teachers’ professional identities & technology.* Paper presented at Eastern Educational Research Association, Myrtle Beach, South Carolina.

+&\*@Finley, S. & **Cardullo, V.** (2019, February). *Constructing* *meaning through talk: a research study examining the use of dialogic discourse in guided reading to promote student-centered classroom practices in primary classrooms.* Paper presented at Eastern Educational Research Association, Myrtle Beach, South Carolina.

+\*@Wilson, N. & **Cardullo, V.** (2019, December). *Literacy specialists becoming writers.* Paperpresented at American Reading Forum, Sanibel Island, FL.

**#\*@ Cardullo, V.** (2019, April). *Leveraging of* *technological resources in title 1 schools and the development of pre-service teachers' professional identities*. Paperpresented at Society for Information Technology and Teacher Education (SITE), Las Vegas, NV.

**#\*@Cardullo, V.,** Wilson, N.S.,& Zygouris-Coe, V. (2019, April) *Implementing digital literacies: Do pre-service teachers instruct students in the same strategies that they utilize as digital learners?* Paperpresented at Society for Information Technology and Teacher Education (SITE), Las Vegas, NV.

**+@\*Cardullo, V.,** Burton, M., & Tripp, L.O. (2019, April). *Professional identities of teacher candidates: collaborating and developing in an alternative placement.* Paperpresented at National Field Experience Conference, Greely, Colorado.

!&Herndon, C., & **Cardullo, V.** (2019, November). *Can you see me now?”: A critical literacy approach to making hidden disabilities visible. Through young adult literature and mirrors, windows, and doors.* Alabama Literacy Association.

+\*@Wilson, N.S.,Zygouris-Coe, V. & **Cardullo, V.** (2018, December). *Learning with*

*technology: Understanding learners’ metacognitive behaviors.* Paperpresented at

American Reading Forum, Sanibel Island, FL.

+\*@**Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2018, December). *Leveraging of*

*technological resources in title one schools and the development of pre-service*

*teachers’ professional identities.* Paper presented at American Reading Forum, Sanibel Island, FL.

+\*@Burton, M., Tripp, L. O., **Cardullo, V**. (2018, November). *Portraiture of elementary*

*pre-service teachers during a stem camp experience*. North American Chapter of the

International Group for the Psychology of Mathematics Education. Greenville, SC.

#\*@Wilson, N.S.,Zygouris-Coe, V. & **Cardullo, V.** (2018, July). *Learning with technology:*

*Identifying skills and strategies.* Technology in Literacy Education Special Interest

Group, International Literacy Association Annual Conference: Houston, TX.

#\*@Wilson, N.S.,Zygouris-Coe, V. & **Cardullo, V.** (2018, March). *Learning with*

*technology: Revealing the metacognitive behaviors and literacy processes of pre-*

*service and in-service teachers.* Society for Information Technology & Teacher

Education and International Conference, Alexandria, VA.

#\*@**Cardullo, V.,** Wilson, N.S., Zygouris-Coe, V., Wang, C. (2018, March). *i-MARSI iPad metacognitive awareness of reading strategies inventory: Using an inventory to survey students cognitive monitoring of strategies.* Society for Information

Technology & Teacher Education International Conference, Alexandria, VA.

\*@+ Burton, M., **Cardullo, V.,** & Tripp, L. O. (2018, April). *Pre-service teachers’ multiple*

*perspectives on teaching and learning.* Presentation to the National Council of

Teachers of Mathematics Research Conference. Washington, D.C.

\*+ Tripp, L. O., **Cardullo, V.,** & Burton, M.(2018, March). *Creative and imaginative ideas: STEM + providing real-world application.* Presentation to the National Science Teachers Association*.* Atlanta, GA.

\*+ Tripp, L. O., **Cardullo, V.,** & Burton, M.(2018, March). *“The sheep are in the jeep:*

*Forces in Motion.* Presentation to the National Science Teachers Association.

Atlanta, GA.

\*@+ Burton, M., **Cardullo, V.,** & Tripp, L. O. (2018, March). *Professional identities of*

*teacher candidates: Collaborating and developing in an alternative placement.*

Presentation to the American Association of Colleges for Teacher Education.

Baltimore, MD.

+\*@Wang, C.-H., Harrison, J., **Cardullo, V.,** & Lin, X.(2017, February). *Exploring the relationship among international students’ English self-efficacy and self-regulated learning strategies.* Paper presented at the 41st Annual Conference of Eastern Educational Research Association, February 7-10, 2018, Clearwater, FL.

**+\*@ Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2017, December). *Determining adult*

*science experts’ metacognitive moves when completing academic tasks on an iPad.* Paper presented at American Reading Forum, Sanibel Island, FL.

+\*@ Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2017, November). *iPad use for*

*academic reading and writing purposes in science: learning from experts in the field.*

Paper presentedat Association of Literacy Educators and Researchers, St. Petersburg,

FL.

**#\*@** Wilson, N. **Cardullo, V.,** & Zygouris-Coe, V. (2017, November). *iPad use for academic*

*reading and writing purposes in science: Learning from the experts in the field.* Paper

presented at the Literacy Research Association, Tampa, FL.

**#\*@ Cardullo, V.** (2017, October). *How do teachers support and scaffold students’*

*metacognitive reading strategies when reading digitally?* Paper presented at

International Literacy Association, Orlando, Fl.

#\*@ Wilson, N. S.,Zygouris-Coe, V. & **Cardullo, V.** (2017, July). *Metacognitive*

*strategies, navigation, reading, and writing on the iPad for science learning.*

Technology Special Interest Group, International Literacy Association, Orlando, FL

#\*@Wilson, N., **Cardullo, V.,** & Zygouris-Coe, V. (2017, March). *Teaching and learning with iPads: Expert readers using the iPad to learn.* Paper presented at 10th International Conference on e-Learning and Innovative Pedagogies, Toronto, Canada.

#&\*@**Cardullo, V.,**Finley, S., Burton, M., & Tripp, O. (2017, January). *Pre-service teachers: Attitudes, perceptions, and knowledge about academic language and academic vocabulary.*Paper presented at15th Annual Hawaii International Conference on Education, Honolulu, HI.

#\*@**Cardullo, V.** (2016, March). *Redefining learning using a common mobile platform: One university’s journey through initial implementation.* Paper presented at iPad in Higher Education (iHe) Conference, San Francisco, CA.

+\*@**Cardullo, V.,** Wilson, N. & Zygouris-Coe, V. (2016, January). *i-MARSI iPad metacognitive awareness of reading strategies inventory: Assessing students' cognitive monitoring of strategies.* Paper presented at the Literacy Research Association, Nashville, TN.

+\*@**Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2016, November). *iPad metacognitive awareness of reading strategies: How do we assess?* Paper presented at the Association of Literacy Research, Myrtle Beach, SC.

**#\*@Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2016, October). *Assessing metacognitive reading strategies: i-MARSI*. Paper presented at International Literacy Association, Boston, MA.

**+\*@**Wilson, N. S., **Cardullo, V.,** & Zygouris-Coe, V. (2016, December). *Redefining literacy in the digital age: A problems court.* Paper presented at American Reading Forum, Sanibel Island, FL.

#\*@Meyer, C.,Wilson, N. S., **Cardullo, V.,** Stufft, C., & Bratge, K. (2016, July). *Middle grades reading* Special Interest Group Presented at International Literacy Association, Boston, MA.

**+\*@Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2015, December). *Strategies used to negotiate reading comprehension using digital learning tools.* Paper presented at American Reading Forum, Sanibel Island, FL.

**#\*@Cardullo, V.,** Wilson, N. S., & Zygouris-Coe, V. (2015, December). *Technology in literacy education*. Paper presented at International Literacy Association, St. Louis, MO.

#\*@Wilson, N. S., **Cardullo, V.,** & Zygouris-Coe, V. (2015, December). *Integrating e-readers into the secondary classroom.* Workshop presented at International Literacy Association, St. Louis, MO.

#\*@**Cardullo, V. M.** (2014, April). *Integration of iPads for content literacy.* Paper presented at the American Education Research Association, Philadelphia, PA.

#\***Cardullo, V. M.,** Kuhn, W., & Simkins, S. (2014, November). *Changing the culture of learning one class at a time*. Paper presented at Educause, New Orleans, LA.

+\*@**Cardullo, V.** (2014, November). *Nonfiction text features digital features, and common core state standards: Tying them together for new literacies.* Paper presented at the Association of Literacy Educators and Researchers, Delray Beach, FL.

+\*@**Cardullo, V. M.,** Wilson, N. & Zygouris-Coe, V. (2014, November). *Exploring iPad technology integration in middle grades science classroom: M-TPACK as a framework to build students’ science and digital literacy.* Paper presented at the Literacy Research Association, Marco Island, FL.

+\*@Harrison, J., **Cardullo, V.,** & McIlwain, M.J. (2014, September). *Building pre-service teacher capacity in undergraduate courses.* Paper presented at WIDA National Conference, Atlanta, GA.

+\*@Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2014, December). *Exploring iPad technology integration in middle grades science classroom: M-TPACK as a framework to build students’ science and digital literacy.* Paper presented at American Reading Forum, Sanibel Island, FL.

+\*@Wilson, N. S., Zygouris-Coe, V., & **Cardullo, V.** (2014, November). *Exploring iPad technology integration in middle grades science classroom: M-TPACK as a framework to build students’ science and digital literacy*. Paper presented at Association for Literacy Researchers, Delray Beach, FL.

#\*@Wilson, N. S., Zygouris-Coe, V., **Cardullo, V.,** Grisham, D., Smetana, L., & Wolsey, T. D. (2014, December). *Looking back, looking forward: The integration of technology to support literacy in the classroom.* Paper presented at American Reading Forum, Sanibel Island, FL.

#\*@Zygouris-Coe, V., Wilson, N. S. & **Cardullo, V.** (2014, October). *Teaching and learning with e-readers: Promoting deep learning or deep trouble?* Paper presented at International Reading Association, New Orleans, LA.

+\*@**Cardullo, V.,** Zygouris-Coe, V., & Wilson, N. (2013, December). *Features of the iPad support text complexity of nonfiction digital text: A problems court*. Paper presented at the American Reading Forum, Sanibel Island, FL.

+\*@**Cardullo, V.** (2013, December). *Reading nonfiction literature on the iPad: An exploratory case study.* Paper presented at the Literacy Research Association, Dallas, TX.

+\*@**Cardullo, V.** (2013, November). *Reading nonfiction literature on the iPad: An exploratory case study.* Paper presented at the American Middle-Level Education, Minneapolis, MN.

+\*@**Cardullo, V.,** Martoral, M., Forysthe, L., & Dowdell, T. (2013, February). Changing the way we do business: A two way street of collaborative practice! Paper presented at the Professional Development Schools National Conference, New Orleans, LA.

+\*@Wilson, N. S., **Cardullo, V.** & Zygouris-Coe, V. (2013). *Effective practices for implementing iPads in the middle grades classroom* roundtable in *best practice and Research from the national professors of middle-level education*. Paper Presented at the Association of Middle-Level Educators, Minneapolis, MN.

+\*@Wilson, N., Zygouris-Coe, V., Aaronson, M., & **Cardullo, V.** (2013, November). *Informational reading and writing in the age of e-readers and the common core standards.* Paper presented at the American Middle-Level Education, Minneapolis, MN.

+\*@**Cardullo, V.** (2012, December). *Using digital literacies to enhance social studies learning.* Paper presented at the American Reading Forum, Sanibel Island, FL.

+\*@**Cardullo, V.,** Martoral, M., Forysthe, L., & Shank, R. (2012, February). *The nuts and bolts of a yearlong co-teaching internship residency pilot program.* Paper presented at the Professional Development Schools National Conference, Las Vegas, NV.

#\*@**Cardullo, V.,** Wilson, N., & Zygouris-Coe, V. (2012, April). *Comprehension and motivation with e-readers and traditional text*. Paper presented at the International Reading Association, Chicago, IL.

+\*@Wilson, N., Zygouris-Coe, V., & **Cardullo, V.** (2012, December). *Transitions and reflections: Two perspectives on transitioning our teaching and learning to make the most of e-reading technologies: A problems court presentation.* Paper presented at American Reading Forum, Sanibel Island, FL.

**+\*@Cardullo, V.** (2011, November). *Digital-based text comprehension strategies.* Paper presented at the Literacy Research Association Conference, Jacksonville, FL.

+\*@Wilson, N., **Cardullo, V.,** & Zygouris-Coe, V. (2011, November). *Investigating how students comprehend using e-readers and traditional text.* Paper presented at the Literacy Research Association Conference, Jacksonville, FL.

+\*@Wilson, N. S., **Cardullo, V.,** & Zygouris-Coe, V. (2011, December). *Investigating how students comprehend using e-readers and traditional text.* Round Table Paper presented at the American Reading Forum, Sanibel Island, FL.

# Local Presentations

~ &\* McCormick, M., Nolen, A., & **Cardullo, V.** (2015, November). Using assistive technology to remediate reading. Paper presented at the Alabama Reading Association, Birmingham, AL.

~ & \*Jones, K., Jackson, T., & **Cardullo, V.** (2014, November). Technology is changing the way we must teach reading. Paper presented at the Alabama Reading Association, Birmingham, AL.

~\*@**Cardullo, V.** (2013, September). *Reading nonfiction literature on the iPad: An exploratory case study.* Paper presented at the Florida Reading Association, Orlando, FL.

~\***Cardullo, V.** (2013, March). *Bridging digital literacy and common core standards – Content reading.* Paper presented at the UCF College of Education Literacy Symposium, Orlando, FL.

~\*@**Cardullo, V. M**., & Forsythe, L. (2013, September). *Title 1 schools and technology*. Paper presented at the Florida Reading Association, Orlando, FL.

~\*@ Zugelder, B., **Cardullo, V. M.**, & Forsythe, L. (2013, April). *Partnerships in teacher preparation: Bridging pre-service and in-service*. Paper presented at the Southeastern Regional Association Teacher Education (SRATE), Sarasota, FL.

**~\*Cardullo, V.** (2012, April). *How to use e-readers to support reader comprehension in grades 3–12.* Paper presented at the UCF College of Education Literacy Symposium, Orlando, FL.

**~\*Cardullo, V.** (2012, March). *Reciprocal teaching and the iPad – Integrating social studies*. Paper presented at the Florida Reading Association, Orlando, FL.

**~\*@Cardullo, V.** (2012, April). *Impact and visibility: A co-teaching model for teacher preparation.* Paper presented at the Graduate Research Forum–UCF, Orlando, FL.

~\*@**Cardullo, V.** (2012, April)*. Comprehension of digital-based text: Exploring the transference of effective reading strategies*. Paper presented at the Graduate Research Forum–UCF, Orlando, FL.

~\*Zygouris-Coe, V., **& Cardullo, V.** (2012, January). *How to read and comprehend text using the iPad.* Paper presented at the Information Fluency Conference, Orlando, FL.

~\*Zygouris-Coe, V., & **Cardullo, V.** (2012, October). *Exploring the transference of effective reading strategies from print-based text to digital-based text.* Paper presented at the Toni Jennings Exceptional Education Institute Funded Research Projects Showcase, Orlando, FL.

~\***Cardullo, V.** (2011, March). *Comprehension of digital-based text: Exploring the transference of effective reading strategies.* Paper presented at the Florida Reading Association, Orlando, FL.

~\***Cardullo, V.** (2011, April). *Comprehension of digital-based text: Exploring transference of effective strategies.* Paper presented at the UCF College of Education Literacy Symposium, Orlando, FL.

~\*Zygouris-Coe, V., **& Cardullo, V.** (2011, January). *Comprehension of digital-based text: Exploring the transference of effective reading strategies: How to support reader comprehension of digital-based text.* Paper presented at the Information Fluency Conference, Orlando, FL.

~\***Cardullo, V.** (2010, April). *Comprehension in a digital world.* Paper presented at the UCF College of Education Literacy Symposium, Orlando, FL.

~\*Williams, K., **Cardullo, V.,** & Clements, T. (2010, May). *Florida alliance for arts education in collaboration with the University of Central Florida: Integrating the arts into college courses.* Paper presented at the Florida Alliance for Arts Education, Orlando, FL.

1. **Exhibitions:** Does not apply to candidate’s field
2. **Performances:** Does not apply to candidate’s field
3. **Patents and inventions:** Does not apply to the candidate's field
4. **Other research/creative contributions:** Does not apply to candidate’s field

# Funded Grants and contracts:

# NOTE: My outreach is grounded in research; therefore, these grants/awards are cross-listed under "Outreach."

**Cardullo, V.** (2021). *Building literacy in summer camps: “Growing Opportunities” building a hydroponic garden in the classroom-promoting sustainability.* $500.00 NAC Service-Learning Mini-Grant.

Demoiny, S., **Cardullo, V.,** Burton, M., Tripp, L.O., & McGhee, M. (2020)*. A field placement alternative during COVID.* An internal grant to incorporate quality teaching videos into our remote instruction field placement alternatives during the COVID pandemic restrictions. $4,299.00 Auburn University Provost’s High Impact Innovation Grant.

Tripp, L.O., **Cardullo, V**., Burton, M. (2020). *STEM: Supporting students, teachers, and teacher candidates.* National Alumni Council Mini-Grant program. $ 1,750.00

# Cardullo, V. (2019). *Google expedition learning and teaching.* Provost funding AR/VR equipment grant, $5,000 with matching funds of $5,000 from the Department of Curriculum and Teaching.

**Cardullo, V. M.,** Martoral, M., & Forysthe, L. (2010). *Improving literacy acquisitions and instruction for professional development. Kagan cooperative learning training materials to provide professional development for K–5 teachers*. School and Community Partnership Grant, University of Central Florida. $2,000.00

**Cardullo, V. M.,** Martoral, M., & Forysthe, L. (2010). *Motivating reading literacy with technology tools with professional development schools (PDS): Develop skills necessary for the 21st century using iPads, stylus, and headphones at a Title 1 School, Florida Assessment for Instruction in Reading.* Morgridge International Reading Center Grant, University of Central Florida. $1,000.00

Rawlins, S., **Cardullo, V. M.,** Blessing, L., & Preston, S. (2010). *Volusia County challenge grants gifted program.* Stanford University d.school design training and development of a collaborative partnership with Volusia County Schools and UCF pre-service teachers. $5,000.00

Rawlins, S., **Cardullo, V. M.,** Blessing, L., & Preston, S. (2011). *Volusia County challenge grants gifted program. Curriculum writing partnership: Curriculum design for d.school project.* $5,000.00

Zygouris-Coe, V., & **Cardullo, V. M.** (2011). *Comprehension of digital-based text: Exploring the transference of effective reading strategies from print-based text to digital-based text.* Toni Jennings Exceptional Education Institute Funded Research Projects, Orlando, Florida. $5,169

Zygouris-Coe, V., **Cardullo, V.,** & Wilson, N. (2012). *Eighth-grade students reading nonfiction literature on the iPad.* Toni Jennings Exceptional Education Institute Funded Research Projects, Orlando, Florida. $ 4,329.00

# Unfunded grants:

Burton, M., **Cardullo, V.,** & Tripp, O. (2020). *STEM: Preparing All Learners in the 21st Century.* College of Education Seed Grant. (unfunded)

**Cardullo, V.,** Burton, M., Tripp, O.L. & Murrah, W. (2020).*Strategic teams engaging in meaningful learning & leadership (STEM L2)*National Science Foundation grant, Developing and Testing s Innovations (DTI), $1,500,000 (unfunded).

# Cardullo, V., Zygouris-Coe, V., Azevedo, R., Hahs-Vaugh, D. Wilson, N. S. (2018). Institute of Education Sciences (84.305A) *Exploration of Metacognitive Factors that Impact Young Adolescents’ Digital Reading and Writing.* IES, $1, 499, 000. (unfunded)

**Cardullo. V.,** Zygouris-Coe, V. & Wilson, N**.** (2016).Institute of Education Sciences (84.305A), *Exploring the Role of Digital Learning Devices on Eighth-Grade Students’ Reading, Writing, and Learning in High Title One Schools,* 2016-2019. IES Grant $1,400,000.00 (unfunded)

**Cardullo, V.,** Burton, M., Tripp, L., & Finley, S. (2016).*Using STEAM to engage pre-service teachers in field experiences to promote underserved third, fourth, and fifth-grade students' summer.* Auburn Competitive Outreach Grant, Auburn, Alabama $20,000 (unfunded)

**Cardullo. V.,** Zygouris-Coe, V. & Wilson, N. (2015). Institute of Education Sciences (84.305A), *Exploring the Role of Digital Learning Devices on Eighth-Grade Students’ Reading, Writing, and Learning in High Title One Schools,* 2016-2019. IES Grant $1,400,000.00 (unfunded)

**Cardullo, V.** (2015). *A collaborative process to enhance students’ digital literacies.* Auburn Competitive Outreach Grant, Auburn, Alabama. $24,851.00 (unfunded)

**Cardullo, V.** (2013). *Pre-service teachers increasing student support through technology.*

Auburn Competitive Outreach Grant, Auburn, Alabama. $25,000.00 (unfunded)

# Grants in Progress: None at this time

# Description of Candidate’s Scholarly Program

Metacognitive behavior consists of both active monitoring and consequent regulation; it is deliberate, conscious, foresighted, and purposeful discussion making directed at accomplishing a metacognitive goal or outcome. Proficient readers activate their schema and engage in metacognitive strategies when they read or construct meaning from text. Technologies present new challenges for learners and educators. Digital literacy is knowing and using various digital information to solve problems. Metacognitive knowledge includes knowledge about oneself as a learner and the factors that can influence performance, knowledge of strategy, and knowledge of when and why to use a given strategy. Technologies have positioned learning environments as critical spaces for exploring science, Technology, Engineering, and mathematics disciplines (STEM). My research places metacognitive behaviors or dispositions at the forefront of educators' (in-service and pre-service) pedagogical competencies to enhance student learning. Teachers and researchers are searching for evidence-based technological tools to use in the classroom. Digital literacies support subject integration of competencies to facilitate student digital competencies by empowering the individual student.

Therefore, my research agenda focuses on the development of digital literacies coupled with technologies that are aligned with (1) *teacher metacognitive knowledge*; (2) *student metacognitive strategies;* (3) *teacher dispositions*; (4) and *STEM research*.

***Metacognition.*** Teaching and learning with ubiquitous devices change teachers’ pedagogy (Stors & Hoffman, 2013), requiring a metacognitive teacher. Recognizing a gap in the research, I developed with colleagues a Metacognitive Technological Pedagogical Content Knowledge Framework (M-TPACK) positioning teachers' metacognitive knowledge as the cornerstone of effective teaching and learning (Wilson et al., 2015). This framework includes four types of knowledge centered around teachers’ metacognitive decision-making skills and dispositions: content, pedagogical, technological, and student (Woods & Cardullo, 2019, citations 1; Cardullo, 2019; Cardullo et al., 2015- citations 5).

Metacognitive decision-making skills and dispositions are critical to identifying the benefits and challenges teachers and students face as technologies emerge within the classroom. As schools began implementing one-to-one technology, my research supported teacher development and implementation of strategies to foster student learning through engagement with ubiquitous technologies. Seeing a gap in survey research used to measure metacognitive awareness of reading strategies using universal tools, I created piloted and validated the iPad Metacognitive Awareness Reading Strategy Inventory (i-MARSI) (Cardullo et al., 2016, citations 5). Data identified specific areas of strengths and weaknesses on multiple levels (i.e., school, teacher, grade level, and student). They produced a validated survey impacting an extensive school system in Alabama (Cardullo et al., 2018). This inventory and findings from the study are being used by scholars in the field (Clark, 2016) as technology is changing the metacognitive decision-making skills and dispositions in learning (Cardullo et al., 2016; Cardullo et al., 2018, citations 5).

Changes in the education landscape led Auburn University to explore how mobile technologies are used to support student learning. I was recognized as an expert in ubiquitous technologies and asked to join the provost’s eLearning Work Group to launch a feasibility study in 2014. I led the evaluation of this study as the Primary Investigator. This research funded through the provost’s office was implemented in COSAM in 2014- 2015 and provided one-to-one technology for students. Our findings led to multiple publications and presentations focused on redefining learning spaces using a standard mobile platform for education (Cardullo, & Clark, 2020; Cardullo & Clark, 2016; Cardullo, 2016).

***Teacher Dispositions.*** The pandemic caused a significant shift in education, which challenged many teachers to deliver content remotely. During the pandemic, my program colleagues and I secured $4,299.00 for alternative placements (Demoiny et al., 2020). We also examined the relationship between factors in the extended technology acceptance model (TAM) and teachers’ self-efficacy in remote teaching (Cardullo et al., 2021; Cardullo et al., 2022; Wang et al., 2023). The success of remote instruction impacted teachers’ disposition and attitude toward specific learning management systems. Recognizing that education and pedagogical decisions related to the execution of remote learning, I was recognized by an international colleague from the University of Cairo in 2021 for my research about SLACK and the use of literature circles and was invited to present at an international conference entitled Beyond the App to discuss the research findings focused on equity in online discussions using alternate platforms (Cardullo, 2020).

***STEM research*.** My Stem research has developed an interdisciplinary approach focusing on the empowerment of pre-teachers (Burton et al., 2020) to develop STEM lessons using the 5E model for science in an online platform for in-service teachers (Tripp & Cardullo, 2021). Using an interdisciplinary approach colleague and I identified multiple perspectives of math within the STEM field (Burton et al., 2020) and presented our findings at AERA (Burton et al., 2020). After obtaining an internal grant, I collected data using Google to support teaching within our summer camp (Cardullo & Wang, 2021).

My national/ international reputation is evidenced by my publications, presentations, and grant writing. I have a solid international and national research record; I am an invited international presenter, paid consultant for a Florida Charter school, and past president of a national reading organization. My research aims to explore the pedagogical effect of using technological tools in the classroom as teachers and researchers are searching for evidence-based technological tools. My research also positions metacognitive behaviors or dispositions at the forefront of educators' (in-service and pre-service) pedagogical competencies to enhance student learning. I have a strong research trajectory that bridges metacognitive strategies and knowledge, teacher disposition, STEM research, and projected research focused on STEM identity and practices related to STEM education.

# PART C. OUTREACH

1. **Commentary**

Outreach at Auburn University has been a top priority for me. My outreach closely aligns with *metacognitive behaviors*, *dispositions,* and *STEM research.*

* 1. **Description**

***Metacognitive Behaviors and Dispositions:***

In 2016 I was sought after for a Professional Development and Technology Startup Program at Burns Side Technical School in Florida, a tuition-free k-12 public charter school. During this time, I worked with teachers and students to develop metacognitive “digital” behaviors and support strategies to enhance learning. I spent several weeks with the principal to guide and develop a curriculum for the teachers as they implemented new technology. I also worked directly with the students to teach them digital metacognitive behaviors to support and scaffold their learning. Developing a startup technology program impacted the entire school (all teachers in grades k-6 and all students in grades k-6).

  Prattville Jr. High School (PJHS), a large district in Alabama, contacted me to develop ongoing professional development for all teachers related to Response to Intervention to support their struggling readers and differentiation of instruction for all students based on metacognitive behaviors and strategies students, and teachers use for reading development.

In a follow-up professional development meeting with Prattville Jr. High School, teachers reviewed scores derived from the Metacognitive Awareness Reading Strategy Inventory (MARSI) (Mokhtari & Reichard, 2002) and the iPad Metacognitive Awareness Reading Strategy Inventory (i-MARSI) (Cardullo et al., 2016) for all students so they could begin to identify strategies used by seventh and eighth graders to support their reading of both digital text and static text. PJHS and Auburn University partnership is a perfect combination of expertise and practical application, impacting over 1,100 students and classroom teachers.

***STEM***

My outreach focuses on STEM research and the development of identities and dispositions in STEM and ties directly to my research and teaching. Research contends that improving the interest and attitude toward STEM among young children is critical (President's Committee of Advisors in Science and Technology, 2010). Therefore, we must enhance students’ perspective, awareness, and interest in STEM and increase knowledge and skills in these fields in elementary school, specifically in the primary grades. Regardless of gender, ethnicity, geography, or income, all students deserve an education that includes access to the STEM curriculum. The Nation's Report Card (NAEP, 2019) has identified that students have fallen behind in reading, mathematics, and science proficiency, and those inequities exist in both opportunities and achievement. My outreach and research investigate the representation of identities, dispositions, and attitudes toward STEM and the existing inequality.

During the fall of 2022, I will be working with Bullock County schools (Union Springs Elementary) to develop a school-wide STEM program that supports the new STEM standards as identified by Cognia. The principal, Derrick Harris has asked if I would work with the school to obtain STEM certification through Cognia. Moving forward with this process helps the school align to clearly defined STEM learning outcomes using performance-based learning. My work with the school to support their STEM program will be critical as they move forward with the application process for certification. It will be essential to support a STEM quality program, and my research and observations will support this journey. This partnership will impact over 700 students and teachers in a high-needs district.

In the summer of 2016, the elementary faculty started a summer camp for students. Using the research gathered during the summer camp, we decided to move to a STEM camp. In 2017, we created a STEM summer program with several components that positively impacted Auburn University, local school districts, and the community. The focus of the STEM program was to promote summer learning success with hands-on discovery activities and technology-rich experiences for diverse populations of rising third, fourth, and fifth-grade students using STEM activities such as robotics, rockets, and coding. We invited 60 students from low SES areas to attend the camp for free through our outreach certificate program. Outreach instructional activities for nearly 100 elementary students promoted learning while improving the knowledge and skills of our pre-service teachers by providing academic expertise to benefit and support our school partners. In addition, the American Institutes have shown summer programs that introduce STEM concepts through hands-on activities for Research to increase students' interest and engagement in these innovative subjects. Below is detailed information based on the year of Summer Camp.

1. **STEM Camp 2016-present (2020 & 2021 virtual) for students and teachers**

*Description*

Our first summer camp for elementary-age students was in 2016. This outreach opportunity was for rising third through fifth-grade students. The center lasted from 8 am-3 pm for two weeks. Our 13 preservice teachers (PSTs) planned and implemented the curriculum based on standards for the appropriate grades. This was a valuable opportunity for PSTs to gain real-world teaching experience under our mentorship. It also provided a meaningful learning opportunity for the community. The integration of literacy was critical to the development of student lessons. Preservice teachers identified literature and strategies to support elementary student learning during the STEM camp (Burton et al., 2020). In addition, this work has impacted preservice teachers' understanding of literacy and the incorporation of literacy practices into the STEM process. During the semester, we explored the Technological pedagogical content knowledge and framework. Preparation of preservice teachers related to metacognition and the Metacognitive Technological Pedagogical Content Knowledge Framework (M-TPACK) framework to position pre-service teachers’ metacognitive knowledge at the cornerstone of effective teaching and learning during STEM camp (Wilson et al., 2015) (Cardullo et al., 2014; Wilson et al., 2014).

**In 2017**, we focused this work on a Science, Technology, Engineering, and Mathematics (STEM) Camp due to our community partners' growing interest in this area. We planned different activities for every grade level and each week had an overarching theme: structures, robotics, and forces in motion. Mrs. Finley and I planned advertising, parental communication, ordering supplies, medical issues, and arranging transportation. To provide tuition waivers and make the camp reasonably priced, we were responsible for things like drop off, pick up, registration, advertising, etc. We had approximately 100 students, 60% on tuition waivers based on need and teacher recommendation. Students attended from 8-12 for 15 days (3 weeks) (Cardullo et al., 2019).

**In 2018**, we expanded our STEM Camp to approximately 165 students. We provided scholarships to partner schools and a local daycare that services families in financial need. We met the needs of students in poverty, students with special identified needs, and many others. We increased the teacher candidates involved from 25 to 49.

**In 2019,** the STEM camp was similar to 2018, and our plans for the future were to continue serving our community with this opportunity. We submitted an NSF grant (unfunded) with Bullock County to expand our STEM Camp and begin to prepare teachers for STEM instruction. We met the needs of students in poverty, students with special identified needs, and many others.

**Virtual STEM Camp 2020**

In 2020 we could not offer a STEM camp but instead provided opportunities for our teacher candidates to teach in a virtual STEM camp in collaboration with other institutions. We also supported our students in preparing activities that students could do at home called “Homeworks” that Dr. Martina McGhee established. This helped us reach students nationwide through the camp and by providing the home learning activities.

**STEM Camps 2021**

In 2021 we will offer three different STEM camps. We provided a nationwide STEM Camp (supported by Drs. Burton & Tripp) in collaboration with seven institutions that began in 2020. In addition, we offered our local communities our STEM Camp virtually and offered a STEM Camp at the Boys and Girls Club of Auburn and Bullock County- Union Springs Elementary. These various environments met the needs of multiple learners infusing literature into the STEM curriculum. The Auburn STEM Camps had supplies ordered and mailed to all learners so they could have equity within the camp and work with the same materials. Each camper received a literature book to support the STEM curriculum and a journal to note happenings throughout the center. The collaborative STEM Camp allowed learners to use resources they had at home in combination with materials that were non-negotiable (i.e., books, journals, tools for writing). These different environments were also helpful in supporting our teacher candidates' development.

**STEM Camps 2022**

In 2022 the Elementary Education faculty and preservice teachers partnered with the College of Science and Mathematics (COSAM) to support STEM learning in a “STEM/ robotics summer program.” These camps hosted by COSAM provided opportunities for preservice teachers to teach lessons grounded in literacy, mathematics, and science STEM instruction under the supervision of an in-service teacher while working with their methods course faculty. This collaboration between COSAM- STEM camp and Elementary Education faculty is part of AU's outreach efforts to prepare camp participants better to enter STEM disciplines and provide our Elementary Education pre-service teachers with the experience to hone their skills as future educators. This partnership serves two critical needs for the state of Alabama. One contributes to workforce development in STEM disciplines. The other is to train the highest quality teachers who will enter schools and prepare future generations to enter college in challenging STEM fields.

**Impact**

Over 700 elementary students and 120+ preservice teachers have been impacted directly. In addition, the future preservice teachers' prospective students will benefit from teachers with experience in STEM and project-based teaching. Finally, the publications and presentations have a ripple effect on education. To sustain the impact beyond the summer STEM camp, teachers need multiple experiences; our pre-service teachers are mentored and supported throughout the camp broadening their experiences with STEM by using literature to support reading strategies and enhancing their disciplinary pedagogical knowledge.

In 2020 I applied for an internal grant from the provost's office to further support our outreach efforts. The appointment was funded, and matching funds came from the department, $10,000. Using these funds, we purchased Google Goggle Expedition kits so students could take virtual field trips during our STEM camp. This grant has impacted numerous elementary students as well as pre-service teachers. In 2021 I received an NAC service-learning mini-grant and was awarded $500.00 to use during summer camp to support hydroponic gardens in the classroom-promoting sustainability. My work on Virtual Reality was recently cited in Germany (Zender et al., 2022). During STEM camp, students commented:

Google Googles comment STEM Camp. These were so cool. Thank you, Dr. Cardullo, for inviting Alivia and me to try out the new Google goggles Expedition. Alivia still wants to view the inside of a volcano from Yellow Stone National Park.. that would be cool.. just saying.

In addition to this significant element of outreach above, I worked with a school of convivence to promote hands-on learning in Atlanta; I have worked one to two times a month to support faculty implementation of guided reading, centers, read-alouds, and technology. For example, I brought many tools we used in summer camp to the school to provide second and third-grade students the opportunity to code using tools like Blue-Bot or Ozobot. As a result, the students could measure and devise an escape route for a tornado-impacted area in which they needed to send in rescue crews. These activities are related to interdisciplinary activities and are springboarded using literature. This activity used the literature book A storm Called Katerina (Uhlberg, 2015).

Reviewing the STEM program's impact on pre-service teachers and elementary students, I applied for a National Science Foundation Grant (NSF-unfunded) to enhance and support our STEM program. This endeavor built a working partnership with Bullock County schools, specifically Union Springs Elementary. During my sabbatical, I will be working with them to assess their STEM program and develop a curriculum generated from the grants received for hydroponic growing. Once again, this is piggybacked on literature supporting transdisciplinary teaching.

# Mission

My mission aligns very closely with (a) Auburn City Schools’ 21st Century Learning Mission Statement, (b) Bullock County Mission Statement, and (c) Auburn University’s mission statement.

1. Prepare through an anytime, anywhere learning environment, 21st Century students and educators to be lifelong learners and contributing members of an ever-evolving technological global society. "For us, it is not about technology—it's about tools to help students learn better" (Auburn City Schools, n.d., p. 10).
2. …is to serve as an educational leader in preparing STEM/STEAM (Science, Technology, Engineering, Arts, and Mathematics) professionals, with a strong emphasis on literacy (The Vision of the Bullock County School System).
3. …outreach programs are fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. …The university will continue to seek new and innovative ways to reach out to the people it serves (Auburn University).

My Research has positioned me as an expert in digital literacies and reading; my outreach and research missions improve the quality of education by identifying strategies used for ubiquitous technologies, enhancing and enriching learning for both pre-service teachers and elementary students. Therefore, academic expertise in reading and technology can benefit and support the mission statement at Auburn City Schools, Lee County Schools, and neighboring communities such as Bullock County and the Auburn University Mission statement.

# Scholarship

My current research agenda has focused on student learning using digital technologies and teacher disposition of technologies for academic learning and instruction. My outreach is an extension of this recent research in which pre-service teachers' and in-service teachers' disposition and application of the device for learning and teaching are explored. The next phase of this research will examine students' strategies to support their literacy acquisition. In addition, Dr. Burton and I have examined early childhood picture books through two equity frameworks to examine the literature present and missing in this space.

**Cardullo, V.** & Burton, M. (2022). STEM picture books in primary grades: Do they have the potential to impact student identity? *International Journal of Early Childhood Education.*

**Cardullo, V.** & Wang, C. (2021). Pre-service teachers’ perspectives of Google expedition. *Early Childhood Education Journal* *50*(2), 173-183.

[**https://doi.org/**10.1007/s10643-020-01136-3](https://doi.org/10.1007/s10643-020-01136-3)

Burton, M., **Cardullo, V**., & Tripp, L. (2020). Multiple perspectives of mathematics in STEM among pre-service teachers. *Journal of Research in Innovative Teaching & Learning, 13*(1) 147-148. <https://doi.org/10.1108/JRIT-01-2020-0002>

**Cardullo, V.,** Burton, M., & Tripp, L.O. (2019). Professional identities of teacher candidates collaborating and developing in an alternative placement. *The Field Experience Journal* (24), pp. 1-19. <https://www.researchgate.net/publication/349533228_Professional_identities_of_teacher_candidates_collaborating_and_developing_in_an_alternative_placement>

**Cardullo, V**., Wilson, N., & Zygouris-Coe, V. (2019, March). Implementing digital literacies: Do pre-service teachers instruct students in the same strategies as digital learners?. In *Society for Information Technology & Teacher Education International Conference* (pp. 1750-1756). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/207880/>

Burton, M.,Tripp, L. O., Demoiny, S. B., **Cardullo, V. M.,** and Finley, S. L. (2020). Empowering pre-service teachers through alternative STEM teaching experiences. In S. Keengwe (Ed.), *Handbook of research on innovative pedagogies and best practices in teacher education* (pp. 102-119). Hershey, PA: IGI Global. <https://www.irma-international.org/chapter/empowering-preservice-teachers-through-alternative-stem-teaching-experiences/231154/>

# Impact

My research has impacted both in-service and pre-service teachers to have a more substantial positive impact on student learning. It has influenced how teachers use digital devices in the classroom and how students approach learning using strategies to support and scaffold their understanding of the text. We have impacted hundreds of students and preservice teachers throughout our years of STEM camp.

Parents often comment:

The camp provides a fun educational experience that keeps students engaged during the summer months!!

One best way for kids to jump into the world of STEM! My daughter absolutely loved this camp!

Thank you so much for providing such an incredible experience for my kids! They are having a blast!

# Activities and products related to professional development schools

* 1. **Instructional activities:**
* Working in partnership with Bullock County Schools (Union Springs Elementary)- 2021-2022 will identify STEM dispositions and effectiveness of their STEM program and provide professional development related to building a curriculum to support hydroponic gardening at the school.
* Tabula-Private School develop guided reading, think-alouds, and centers. We bridged literacy and technology (second and third grade).
* Auburn University Elementary STEM Camp was a co-developer of STEM Camp and curriculum, with 100 3rd-5th grade students in attendance. June 12-30, 2017, Auburn University.
* Auburn Boys and Girls Club STEM Camp had over 40 2nd-5th graders in attendance in June 2021. Auburn teacher candidates prepared and implemented lessons during this experience. We provided curriculum and professional development opportunities for our preservice teachers.
* Co-developer University A+ Elementary Camp. 8 am-3 pm, June 6-17, 2016, Auburn University.
* Professional Development workshop RtI Prattville Jr. High- identification of strategy development (school, grade, teacher, student) impacted 1100 students. Professionals develop for teachers bridging response to intervention and strategy development based on survey results.
* Professional Development and Technology Startup Program Burns Side Technical School, Florida Professional development for all teachers in grades k-6 and strategy development for all students using technology and literacy.
  1. **Technical assistance:** None at this time

**c.**  **Outreach publications:** NOTE: Since my outreach publication is grounded in Research, this publication is also listed under “B. Research/Creative Work.”

**Cardullo, V.,** & Forsythe, L. (2013). Co-teaching a new pedagogical practice for pre-service teachers. School-University Partnerships: The Journal of the National Association for *Professional Development Schools,6*(1).

1. **Electronic products: video, job aids, etc.:** None at this time
2. **Other outreach products: videos, job aids, etc.:** None at this time
3. **Copyrights, patents, and inventions:** Do not currently apply to the candidate's field.
4. **Contracts, grants, and gifts:** NOTE: See Grants

# PART D: SERVICE

I have a leadership role for Kappa Delta Pi (KDP), one of the largest and most prestigious international honor societies for scholars in the field of education, this type of outreach is essential to me as it impacts our students at Auburn University. This is my 12 years of serving as a counselor. When I heard that Auburn had an inactive chapter, I was excited to volunteer to become an active campus organization. Alpha Phi, Auburn University's chapter of KDP, has an 84-year history on our campus, honoring and promoting excellence in education. Working with Dr. Burton, we have created a robust and active organization that has impacted undergraduate and graduate-level students. This work impacts 134 students across programs and their families within our community.

In addition, I am the past President of the Plains Reading Council, a subsidiary of the Alabama Reading Association under the umbrella of the International Literacy Association. Plains Reading Council supports literacy in our community. We have hosted several events for the community, including Pine Hill Literacy Project, Reading Fair mentorship, books for babies, round table discussions on literacy, and writers toolbox workshops for home-schooled students. This outreach service impacts 10–25 students in the community.

In 2022 after attending and participating in a two-year process of LETRS training, I have been selected to participate in LETRS facilitator training for LETRS 3rd Ed volume 2 (Units 5-8) for the state of Alabama. Upon completion, I will receive a facilitator certification and will be able to train teachers and or students.

# Auburn University

1. 2016-2020 Faculty Handbook Review Committee- The Handbook Review Committee was tasked with making suggestions and revisions to the handbook. The handbook is a collection of policies and procedures that govern the action uniquely of the Auburn University faculty.
2. 2019-2020 Intramural Grants Program (IGP) Reviewer (Nominated by Rodney Greer) As a reviewer, I was part of a diverse group of faculty, including members from the Competitive Research Grant Committee (CRGC) of the University Senate, selected to perform a peer review proposals for the Intramural Grant Program.
3. 2013-2018 Provost’s eLearning Work Group- developed research in the early stages of an iPad feasibility study for students in COSAM- Additional guidelines were developed based on this earlier research.
4. 2013-2016 Chair Subgroup Assessment of iPads a Feasibility Study- Based on the Provost’s eLearning Work Group, subgroups were developed to study the feasibility of iPads in COSAM lecture classes.
5. 2013-2016 iPad Faculty Support Group was developed to support faculty as they realigned course work and pedagogical practices to support ubiquitous learning with an iPad. This work was positioned in parallel with the feasibility study.
6. 2013-2018 EASL Classroom Committee: We looked at the dynamics of the classroom and the pedagogical impact of flexible learning spaces that integrate innovative technologies. Attached is a YouTube video that supports the pedagogical decision made while teaching in the EASL classroom. -<https://youtu.be/MA-7kMwCz7s>

# College of Education

1. 2015–present Curriculum Committee
2. Spring 2022 Search Committee Member ELA Position
3. Fall 2015 Search Committee Member ELA Position
4. Spring 2016 Search Committee Member Dept. Chair
5. Fall 2016 Search Committee Member Elementary Position
6. Spring 2017 Search Committee Member Clinical Professor in Elementary Education
7. Spring/Summer 2019 Search Committee Member Clinical Professor in Elementary Education
8. Fall 2019/ Spring 2020 Search Committee Member Assistant Professor Reading
9. 2015–present KDP Co-Councilor
   1. Dec. 2017- Received official AU Student Involvement Student Organization status
   2. 2016-2017 Received Phoenix Rising Award
   3. 2015-2016 Received National Chapter Membership Award

# Department (Curriculum & Teaching)

1. 2019-present Program Coordinator
2. 2013–2018 Professional Learning Community Outreach and Sustainability Committee, 1b. 2015 Interim Chair
3. 2015–2017e-Learning and Technology Committee
4. Current Mentoring Committee Member-

Chris Clemons

Martina McGhee

# Local

a. 2020-present East Alabama Regional In-service Center- Board of Director

1. 2020 Exploring Today’s Classrooms Event-Auburn City Schools
2. 2019-2021 LETRS TRAINING- Train the Trainer
3. 2013- 2017 Plains Reading Council
4. 2015–2016 Plains Reading Council President
5. 2016–2017 Plains Reading Council Vice President
   1. National
6. Current American Reading Forum Past Chair
7. 2017-2019American Reading Forum Chair
8. 2016-2017American Reading Forum Chair-elect
9. 2021 Invited Reviewer Literacy Research and Instruction
10. 2021 Invited Reviewer Early Childhood Journal
11. 2021 Invited Reviewer Research in Middle-Level Education Online
12. 2020 Invited Reviewer – ALER Association of Literacy Educators and Researchers
13. 2019 Editorial Advisory Board

Tripp, L. O., & Collier, R. M. (Eds.). (2019). Culturally Responsive Teaching and Learning in Higher Education. IGI Global.

# Professional Service

* 1. International level

1. Kappa Delta Pi (Alpha Phi) Councilor 13 years of service

# National level

1. 2011–2015National Association for Professional Development Schools (NAPDS) Award Committee
2. 2013–present American Reading Forum (ARF) Board Member
3. 2017-2019American Reading Forum Chair
4. Current American Reading Forum Past Chair

# State-level

1. 2015-2016 Plains Reading Council Past President

# Editing/Reviewing

1. 2013-2017Associate Editor – American Reading Forum

# Current Membership in Professional Organizations

1. 2013- present American Reading Forum (ARF)
2. International Literacy Association (ILA) Literacy Research Association (LRA)
3. American Educational Research Association (AERA)